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ABSTRACT

As a follow-up to phase 1 in reports 1-2, this report presents the second and third phases of a project which examined changes in seven Illinois family literacy programs, assisted the sites in implementing evaluation systems, and tested the usefulness of an evaluation framework. In phase 2, structured and conversational interviews and site observations yielded the following findings: (1) all of the programs grew and changed profoundly, often adding components and changing focus toward the goal of integrating adult and child learning goals; (2) emphasis on door-to-door recruitment and participatory education increased; and (3) many felt the need for more information on activities that engage adults and children in reciprocal learning, the weakest component. Recommendations were made to continue to investigate the best practices in family literacy, to provide technical assistance and staff development to establish professional standards for family literacy staff, and to provide additional funding for creative, well-established programs. In phase 3, six of the seven sites devised internal evaluation mechanisms based on the framework devised in phase 1. Synthesis of these evaluation findings revealed the following: (1) evaluation is more meaningful when integrated with program development; (2) criteria for student evaluation should be incremental; (3) technical assistance helps programs focus evaluations and set reasonable goals; (4) alternative assessments may more accurately document learner progress; and (5) portfolio assessment should receive greater attention. The project concluded that, without stable funding and staff, programs should focus on evaluation strategies that are useful to program development and assist students in achieving their goals. (A bibliography lists 55 references. Eight appendixes provide the site visit questionnaire and evaluation reports for seven projects.) (KC)

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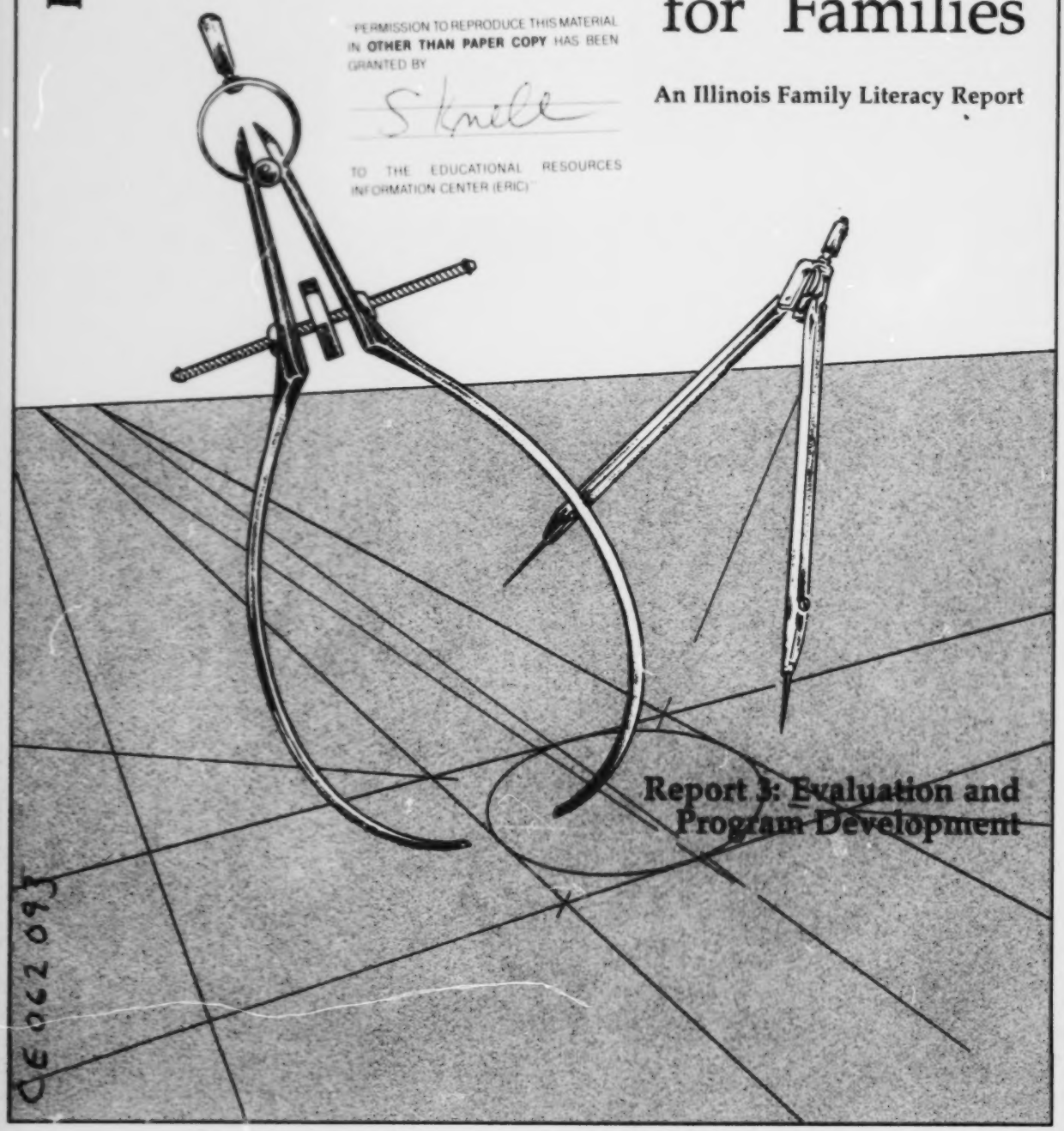
An Illinois Family Literacy Report



Report 3: Evaluation and Program Development

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FINE TUNING THE MECHANICS OF SUCCESS FOR FAMILIES

An Illinois Family Literacy Report

Family Literacy Programs, Report #3

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From the ILRDC President

The ILRDC Board of Directors would like to acknowledge the efforts of Suzanne Knell, Executive Director, and Barbara Geissler, Assistant Director, for their hard work and dedication. Their countless hours have made these reports possible. The Board would also like to acknowledge the cooperation of all involved in this project, from the front line providers to the governmental agencies.

As we move into the next century the need for family literacy will explode. Each year the technological needs of industry increase, driving the education levels needed to fill the new jobs to higher levels. Education has always begun in the home. Addressing the literacy problem through the family will improve skills for all ages.

These reports provide an excellent source of information for anyone considering starting a family literacy program or needing innovative ways to evaluate existing programs. Only by sharing resources and information can high quality, effective literacy programs be developed.

Keith Ervin
President, Illinois Literacy Resource
Development Center

From the Executive Director

I want to acknowledge the outstanding work of Barbara Geissler who spent endless hours writing this report and conducting team meetings to discuss the contents. Her dedication to quality is apparent in all of the tasks she carries out.

In addition, I would like to thank Kathy Ryan who has participated in all of the family literacy projects conducted by the ILRDC as an Evaluation Consultant. Her advice and guidance have been invaluable as we explore the intricacies of program development and evaluation in the area of family literacy.

I also want to extend my deep appreciation to the local providers who are taking risks and exploring new territories as they develop and refine family literacy programs.

Finally, to the state agency officials, we know it is possible to develop coordinated family literacy policy in the state. At times it seems like an insurmountable task; however, after participating in the policy meetings, it is readily apparent that we can attain a coordinated and quality system in Illinois.

Suzanne Knell
Executive Director, Illinois Literacy
Resource Development Center

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EXECUTIVE SUMMARY

Introduction

Fine Tuning the Mechanics of Success for Families, Report #3, Program Development and Evaluation documents Phases 2 and 3 of an ongoing investigation of Illinois family literacy programs. As a follow-up to the *Mechanics of Success for Families, Reports 1 and 2,* this piece examines the changes which occurred at seven model sites. The report also summarizes the process and findings based on program-specific evaluation activities conducted at six sites. Significantly, this report shares the integration of theory and practice found in the earlier reports and lays out specific recommendations based on this integrated approach.

Findings

Local Program Development

The investigation of changes at the model sites revealed that family literacy programs are dynamic. All of the model programs grew and changed in profound ways over the course of the study period. In analyzing these changes, a developmental pattern was observed. Programs documented growth from one component which served the adult or child population only, to programs with a "parenting" focus, to programs with a more formalized adult-child component. In addition, programs often started by targeting all parents and developed a more concentrated focus where parents and families in need of reading or basic skills instruction became the primary target.

Integration of adult and child learning goals was the ultimate intent of all the programs. Each moved along the developmental continuum toward that end. This suggests that program activities can and should be designed to support and sustain each other, rather than operate as discrete, separate components. Family literacy programs can be synergistic, greater than the sum of the component parts.

Promising Practices/Nagging Barriers

The follow-up survey also revealed an increased emphasis on door-to-door recruitment and participatory education. Several programs found door-to-door recruitment to be useful as a programmatic as well as a recruitment tool. Providing some services in the home worked to interest potential participants in the program and helped to build relationships between staff and participants. The interest in door-to-door or home-based family literacy activities merits additional attention.

The participatory nature of family education was an increasingly important guiding philosophy for the model sites. Most program coordinators were experimenting with or discussing how to increase participants' control over their education. Three concepts were particularly important for these model sites: programmatic responsiveness to family and individual needs, activities built on and around family strengths rather than deficits, and encouragement and acceptance of individual and family control of learning. This philosophical re-orientation and the resulting changes should be examined over time.

Even with their many successes, providers at the model sites noted barriers to offering family literacy services. Of particular significance was the finding that providers felt

that the adult-child component was their "weakest link". As noted earlier, the desire to integrate adult-child learning goals was apparent. Despite this interest, practical examples of how to do so were not readily available. Clearly, there is a great need for more information on educational activities which engage adults and children in reciprocal learning. In addition, it is **critical** to determine the impact of such activities. To date, little empirical evidence exists to attest to their effectiveness.

PROGRAM RECOMMENDATIONS

To assist local providers to offer the best services possible, the following recommendations are made:

- continue research and investigation of best practices in family literacy
- increase the availability and stability of funds for family literacy programs
- provide technical assistance and staff development to establish professional standards other than certification for family literacy staff
- provide additional funding for creative, well-established programs.

Synthesis of Evaluation Findings

The report documents the step-by-step process by which each of six model sites carried out a site-specific evaluation. Providers were aided in the use of an evaluation framework created by the Illinois Literacy Resource Development Center (ILRDC) and based on the work of Weiss and Jacobs (1988). The framework served as an evaluation and program development tool. A synthesis of the findings from the sites revealed some common issues for program design and evaluation.

Needs assessments conducted at two sites suggested that potential participants may have different individual and family goals. Thus, program activities should be designed to incorporate the various aspirations and interests of the family members. As the program changes demonstrated, family literacy programs have the potential to meet adult and child educational goals in a holistic manner, affirming and connecting each.

The needs assessments also exposed "perception gaps" between parents and teachers and providers and schools. For those programs working within the schools, identifying and bridging these gaps was critically important. Family literacy programs are often uniquely situated to facilitate communication between parents and teachers. Providers can also help parents become comfortable acting as educational advocates for their children.

The program documentation evaluations underscored the importance of extensive participant and program knowledge in effective programming. Several programs redesigned or created intake forms which gave providers information useful for instruction. Information on family and individual goals, hobbies, and interests was found to be especially useful in preparing relevant learning activities.

Networking programs, those that rely on a variety of agencies to provide services to the family, found that clarifying what was available and from where was important in providing comprehensive programs. A major difficulty for networking programs was isolation of staff and components. In several situations, staff providing services in one component were unaware of the educational activities which were part of the other

components. For several programs, coordinated evaluation activities provided a shared focus which worked to alleviate isolation of component services and staff.

One program concentrated on evaluation activities designed to answer the question "How can we better serve our students?" Their findings revealed the importance of reading and writing in the participating families' lives. The findings support the notion that participants are more likely to engage in learning activities which are directly relevant to them.

Finally, the evaluations of program and participant progress suggest that change is *incremental.* For families in highly stressful circumstances, family literacy programs offer an opportunity to make meaningful personal change. Such change is not, nor should it be viewed as, a simple, discrete event. Rather, becoming literate should be viewed as a process, one which is ongoing, a journey of small steps. Evaluations should recognize and reward the small steps.

Evaluation Observations

Based on the success of the evaluation process engaged in by the six sites, the following observations were made about evaluation of family literacy programs:

1. Evaluation is more meaningful when it is integrated with and used to support program development.
2. Criteria for assessing student progress should include small, incremental steps.
3. Evaluation should be for the program, not just outside evaluators.
4. All types of programs can conduct meaningful, informative evaluation activities.
5. Provision of technical assistance is important to help programs focus their evaluation and make informed choices about what goals are possible and reasonable to achieve.
6. Alternative assessments which are linked directly to program goals and structure should be systematically investigated. Preliminary findings suggest that the contextual nature of these assessments reflects the complexity of literacy and may more accurately document learner progress.
7. Portfolios are a promising alternative assessment tool which should receive further attention.

Family literacy has an inherent appeal, offering both prevention and remediation. It is our sincere hope that equipped with the following information, providers, policy-makers, researchers, and other interested parties can ensure that family literacy programs meet the standards on which this appeal is based.

INTRODUCTION

Background

In 1989, the Illinois Literacy Resource Development Center (ILRDC) conducted a study of family literacy programs in Illinois. This work was supported by the John D. and Catherine T. MacArthur Foundation, the Illinois State Board of Education-Adult Education and Literacy Section, and the Chicago Tribune Charities. The exploratory study consisted of an intensive twelve-month review of family literacy projects in Illinois. Nineteen program sites were visited and program coordinators, parents, and children were interviewed to obtain a broad picture of the services being offered.

Simultaneously, ILRDC staff engaged in a literature review to begin establishing a theoretical base and structure from which to understand the local findings. Conversely, findings and impressions from the visits provided an important context from which to view the theoretical and academic materials. This marriage of field information and academic research resulted in *The Mechanics of Success for Families, Family Literacy Report #1.* The report summarizes the background materials, describes the Illinois findings, reports on each of the sites visited, and provides suggestions and ideas on recruitment, curriculum, and evaluation of family literacy programs.

One important aspect of the project was to examine the evaluation activities being conducted by the sites. The purpose was not to *evaluate* the programs themselves, but to better understand the tools and instruments used by the local programs to demonstrate learner or program outcomes. The majority of programs were found to have some type of evaluation mechanism in place. However, many coordinators expressed dislike for the evaluation methods being used. Program providers found the evaluations to be intrusive and perhaps more importantly, *incomplete.* Frequently, providers expressed frustration that the changes they were seeing in participating individuals were not reflected in the evaluation activities which were being conducted. In an attempt to overcome the difficulties posed by such evaluation, the ILRDC gathered innovative instruments from the local sites and began a search for a system or method of evaluation capable of capturing the richness and complexity of family literacy programs.

This search was rewarded by the discovery of the evaluation literature being produced by the family support field (Weiss and Jacobs, 1988). As in the case of family literacy programming and evaluation, the family support field was experimenting with alternative means of examining program processes and outcomes (Halpern & Weiss, 1990). The ILRDC expanded on the work of Weiss and Jacobs (1988) to design an evaluation framework which would be both an evaluation and program development tool. This framework and recommendations for its use are outlined in *The Mechanics of Success for Families, Report #2, Evaluation.*

During Phase 2 of the project, the ILRDC endeavored to assist family literacy providers integrate the evaluation framework into their programs. Seven of the original 19 family literacy sites volunteered to participate in Phases 2 and 3 of the project. These phases had a four-fold purpose:

1. examine changes in the family literacy programs from Time 1 (the original visit) to Time 2 (just prior to training in or implementation of the evaluation phase);

2. determine successful components and characteristics of the family literacy programs based on changes observed between Times 1 & 2;
3. assist local programs in developing and implementing practical evaluation systems based on their goals and program structures;
4. test the usefulness of the evaluation framework as a tool for local family literacy providers.

This report describes the processes and products of the project and recommends directions for further investigation.

LOCAL PROGRAM DEVELOPMENT

In Illinois, as elsewhere, family literacy is an evolving concept. When the original survey of nineteen family literacy programs was conducted in 1989, theoretical and practical information on family literacy was scarce. Although the Kentucky PACE model was receiving some attention, information about other models and work was just appearing in education publications (Handel & Goldsmith, 1989; Nickse, Speicher & Buchek, 1988; Askov, 1987). With the publication and distribution of *First Teachers* (Barbara Bush Foundation, 1989) and *The Noises of Literacy* (Nickse, 1989), the field began to receive popular and academic attention. The rapid implementation of the federal Even Start program, which provides funding for model projects, points to the inherent appeal of family literacy and ensured continued expansion of the field. The exponential increase in information on family literacy has also contributed to the rapid expansion of interest, as well as the mushrooming of new programs. As an example, while there were only three Illinois State Board of Education - Adult Education and Literacy Section (ISBE-AELS) supported family literacy programs in existence prior to 1989, there are almost 60 today.

Family literacy programs in Illinois seem to have endured a similar rapid expansion in their own offerings. This growth has not been without some pain. This section of the report will examine the changes in seven family literacy programs and implications of those changes for program providers, policymakers, researchers, and interested individuals. It is important to remember that this section compares information from the original visit (1989) to survey data collected prior to participation in the evaluation phase of this project.[1]

Investigation

The guiding questions for this phase of the project were:

1. what changes in program design, structure, or delivery occurred at the local sites over the course of the year?
2. what do these changes indicate about the successes and difficulties of providing family literacy services?

Program changes at the model sites were explored using qualitative research methods. To ensure consistency, the same research methods and tools were used at Time 1 and Time 2. These methods included:

1. structured, open-ended interviews (Appendix 1);
2. conversational interviews; and
3. on-site observations.

---

1 While information on evaluation was gathered during the first phase of this project, local sites did not receive training or evaluation "intervention" from the ILRDC until *after* collection of the Time 2 survey data. It is our hope that further funding will provide support to investigate changes seen in the programs participating in the evaluation phase of the project. Preliminary indications of such changes have already been noted at each site. Further information on the the evaluation phase of the project begins on page 31.

The interviews were conducted with program coordinators, adult program participants, and children. All 19 sites received a selection form. Program Coordinators were asked to complete and return the form if they were interested in participating in Phases 2 and 3 of the project. Programs were offered a $2000 incentive grant. To receive the incentive, program providers were expected to participate in the survey (Phase 2) as well as the evaluation component (Phase 3) of this project. The project timeline is detailed below.

Phase 1
September, 1989 - September, 1990. Time 1 interviews (19 sites)

Phase 2
January, 1991 - March, 1991. Time 2 interviews (7 sites)

Phase 3
January, 1991 - October, 1991. Training in evaluation project; Ongoing consultation in evaluation project

Seven programs volunteered to participate in Phases 2 & 3. All were accepted. The seven model sites were: Bright Futures/Stone Early Childhood Center, Galesburg; CHOICES/Project Read, Rantoul; Joliet Junior College, Joliet; The Literacy Connection, John A, Logan College, Carterville; Prairie State College Family Literacy Project, Chicago Heights; Ready for Reading, Rend Lake College, Ina; Reach out and Read (ROAR), Chicago. Six of the sites are networking-type programs and one is center-based.

Once selected, providers were telephoned and a site visit was arranged. Teams of two to three ILRDC staff members visited the sites and conducted the interviews. As with the survey conducted in 1989, the ILRDC team worked together to ask questions and take notes. The interviews were also taped.

Program descriptions of each site were written by ILRDC staff and shared with the staff at the program sites. In most cases, the descriptions were slightly revised based on this exchange.

A comparison of the Time 1 and Time 2 surveys was done for each site. The trends and findings which emerged from this analysis follow. Program descriptions and summaries from Time 2 are included in Appendices 2-8. Descriptions and summaries from Time 1 can be found in *The Mechanics of Success for Families, Report #1.*

Findings

Background

The work done by the ILRDC in 1989 framed the approach and definitions upon which further work was based. The definitions, components, and models are briefly reviewed below.

DEFINITIONS

Although the field and concept of family literacy has received much attention in recent years, the definitions and models of family literacy are still evolving. (Nickse, 1990; ILRDC, 1989; BCEL, 1989) One emerging commonality is that the definitions, models, and even current findings (Sticht, 1991; Nickse, 1990) suggest a multi-disciplinary approach to family literacy. It seems clear that with educational goals for both adults and children, family literacy research and practice should draw strength and direction

for program development from past and ongoing work in the fields of adult education, early childhood education, family support, and cognitive development. This integrated approach suggests that the "whole" of family literacy is greater than the sum of its component parts. In keeping with this concept, the ILRDC adopted the following definitions:

A family literacy program is one which:

1. is conceptualized around the needs and concerns of the family;
2. contains an educational component which formally or informally impacts the child's literacy; and
3. contains an educational component for the adult which includes at least one activity focusing on the reciprocation of knowledge and information between the adult and the child.

In an effort to further family literacy program development, the ILRDC proposed a second definition. This definition identifies the following program characteristics:[2]

- targets and serves individuals and families in need of basic skills or literacy enhancement
- is conceptualized around the concerns and needs of the family as a unit (Nickse, 1990), in contrast to serving individual family members in isolation
- is developed based on community needs and participant recommendation
- provides literacy activities and parenting education so adults can attain a level of proficiency in basic skills that is sufficient to meet the individuals' goals and social and economic demands for proficiency (Sawyer, 1989)
- supports literacy, pre-literacy, and/or developmentally appropriate activities for children
- emphasizes formal and/or informal activities with varying degrees of systematic adult and child interactions focusing on adults as teachers and incorporating the concept of reciprocal learning between adults and children.

COMPONENTS

Based on these definitions and the field research, the following program components were identified.

Child-Only: This program component targets the child. Educational services are provided to a child or children from birth to sixteen. In a majority of programs, the goal is to enhance children's pre-literacy or literacy skills; however, goals in other areas of development have been observed. Educational services usually include programs or activities specific to birth-to-toddler, prekindergarten or elementary or secondary populations.

2 It should be noted that these program characteristics have not been "proven" in the field. At present, very little empirical data exists to identify or quantify a quality family literacy program. Further investigations should help define and clarify these characteristics.

Adult-only: The adult (aged 16 and above) is the focus of this component. Goals for adults often include developing literacy skills and improving self-esteem. Services are generally Adult Basic Education (ABE), high school equivalency (GED preparation), English as a Second Language (ESL), and parenting classes.

Adult and Child: This component is a distinguishing feature in family literacy programs. Goals include improving the child's, the adult's, or the child's and adult's educational skills and abilities. It is assumed either explicitly or implicitly that the skills the adult and child learn or practice produce an intergenerational transfer and/or reciprocal transfer of skills and abilities. The adult is usually the same adult in the adult-only component and must be a significant other included within the definition of the family[3].

Family Support Services: This component targets the family's utilization of community resources and development of social networks. Community resource goals might include learning to use medical resources, day care, counseling, and other related services. Development of social networks is part of this component and includes strengthening interfamilial relations and friendships in an effort to support family concerns.

Economic Self-Sufficiency: Family economic self-sufficiency is the focus in this component. Facilitating adaptation to the job market and mainstream economic environment are goals. Activities range along a continuum from job-readiness assistance to job-skill enhancement.

PROGRAM TYPES

The original survey revealed two types of service delivery models for Illinois family literacy programs. Both types embraced at least some of the components identified above. Although the program components were often similar, the two types of programs were structured in categorically different ways. The two types are classified as *networking* and *center-based.*

1. Networking

The networking structure is based on the linking of various agencies or programs within a geographic area to serve identified families. In general, networking programs can be viewed as brokers of services to the families identified. The programs share the resources of the community to provide workshops, classes, and most significantly, cross-referrals. Regardless of their educational level or reading ability, adults involved in these programs are encouraged to take an active role in their children's education. The emphasis is primarily on enhancing the skills of adults as teachers of their children. Services are often short term.

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3 For the purposes of the ILRDC investigation, family is defined as the significant others identified by the person or persons participating in the program. Clearly, this definition places the locus of control on participating individuals to identify their family. Thus, family may include related or unrelated individuals significant to the project participants. Obviously, this concept of family incorporates intergenerational relationships. However, intergenerational programs which pair individuals not defined as family (such as a program in which older adult volunteers read with children) would not be included in this definition of family literacy.

2. Center-based

Center-based programs are characterized by their reliance on internal structures to provide comprehensive, case-management-type services to adults and children in need of basic skills enhancement. The emphasis in these programs is often more clearly to directly impact the education and literacy of both the adult and child participants. In this type of program, the services are ongoing and individualized.

Changes in Programs

The investigation of changes in service delivery and program structure at the local sites revealed some clear trends in program development from Time 1 to Time 2. These trends are discussed according to the components and categories identified above. Additionally, program activities and administrative issues are examined. Criteria of change included: an increase or decrease in the number of individuals served, the number of classes/sessions offered, or the number of links to other agencies; and significant program modifications. Time 2 program summaries can be found in the Appendices which begin on page 73.

Components

CHILD-ONLY

All seven programs had a child-only component. Bright Futures and the Family Literacy Project of Prairie State College had the most formalized educational services for the child as demonstrated by their programmatic links to established preschool programs. At both sites, family literacy is a cooperative effort between one or more early childhood education programs and the local community college. At both sites, prekindergarten classes provide the children with developmentally appropriate classrooms activities. The child component at both sites has funding *independent* from their family literacy program, although at Bright Futures, funding for family literacy comes at least partially from Pre-K funds. Over the course of the study, the child-oriented services remained relatively stable at both sites.

CHOICES and ROAR both developed and fund their own child component. CHOICES continues to train volunteers to play and read with participating children. The child component of CHOICES suffered a setback in terms of number served due to the instability of their volunteer corps and lack of funding for staff.

ROAR, on the other hand, expanded its child component by making significant program changes. Staff moved the nursery into a bigger, brighter space and enhanced the curriculum to provide infants, toddlers, and preschool children with a literacy rich environment. While the number of children served remained constant, the changes to the curriculum were a significant enhancement to this component.

The three other programs offer the child component through cooperating service providers. Those providers primarily include Head Start, prekindergarten, and local school districts. Ready for Reading, the Literacy Connection and Joliet Jr. College all reported an increase in the number of cooperating agencies with whom they networked. The increase in cooperating agencies is significant in that it indicates a greater opportunity to reach a larger audience of children and their parents.

ADULT-ONLY

An adult-only component was offered at all seven sites. The Family Literacy Program of Prairie State College experienced the most growth in their adult component. Not only did the program increase the adult education opportunities offered on-site, it also expanded into a new neighborhood, thereby increasing the number of individuals served. New class offerings included: Spanish ABE, Spanish GED, and new sections of GED and ESL classes. There are plans to continue to increase the number of sessions offered in order to accommodate potential participants' schedules (i.e., an evening class for those who work).

Three other programs offer adult education services on-site. Bright Futures has a GED class and tutoring. Over the study period, utilization of these services decreased, with the number of participating adults dropping off significantly[4]. ROAR offers ABE volunteer tutoring on-site. While the student population remained relatively stable, the component experienced several modifications. Changes included the addition of dialogue journals exchanged between tutors and students. Writing activities of other types were also expanded.

CHOICES offers on-site adult education activities in the form of individual educational counseling, goal-setting, and skills assessment. CHOICES services were cut back over the year. While the Educational Services Coordinator (ESC) was available to meet with clients every weekday for two hours at Time 1, she was only available on-site 1 day, two hours per week at Time 2.

The remaining three programs continued to provide the adult component primarily at a community college site. All three used family literacy activities to actively recruit students to adult education classes and tutoring. No significant changes in number of individuals served, classes offered, links to agencies, or program modifications were reported by these programs.

ADULT AND CHILD

Parents as teachers was the primary focus for many of the programs' **Adult and Child** component. For example, Ready for Reading conducted a series of workshops designed to help parents read aloud more effectively to their children. The number of these sessions offered increased over the year, as did the number of participants in each session. This was partly due to an increase in the number of agencies RfR networked with. More contacts led to more requests for and more opportunities to conduct workshops.

At CHOICES, the coordinator assists parents to become advocates for their children in school. As with all components of the CHOICES program, the number of individuals served decreased due to a lack of funding. Although CHOICES was able to maintain its "Read to Me" program, clients had less opportunity for parent-child interaction as part of the CHOICES program.

Bright Futures is structured in such a way that teachers conduct home visits to the families in the program. Home visits reinforce learning done in the classroom and

4 Utilization of adult education classes was observed by the site director to "shift quickly" and sometimes dramatically.

help parents see a connection between school and home learning. These activities remained stable for Bright Futures over the study period.

Over the year, several programs branched into **parenting** skills programs. Joliet Jr. College designed a curriculum called *Growing Parents*. The project focused on self-esteem and family issues. The new sessions were offered throughout the community and resulted in a significant increase in the number of individuals served. The Literacy Connection also instituted a workshop series on parenting. These sessions stressed peer interaction. This new activity increased the number of family literacy sessions offered by the Literacy Connection. It also represented a modification in the program design.

ROAR expanded the scope of its Parent Discussion Groups. Not only were these discussion groups opportunities for peer exchange, they also were used to develop a meaningful curriculum. Issues and themes raised in the Parent Discussion Groups increasingly provided material for learning activities.

One program placed particular emphasis on expanding and formalizing the **adult-child** educational activities offered. The Family Literacy Project of Prairie State College added several family workshops. These included an adult/child computer class, an adult/child summer reading program, an adult/child art class, and an adult/child play group. The new sessions also represented a modification of the component design. (graph 1)

FAMILY SUPPORT SERVICES

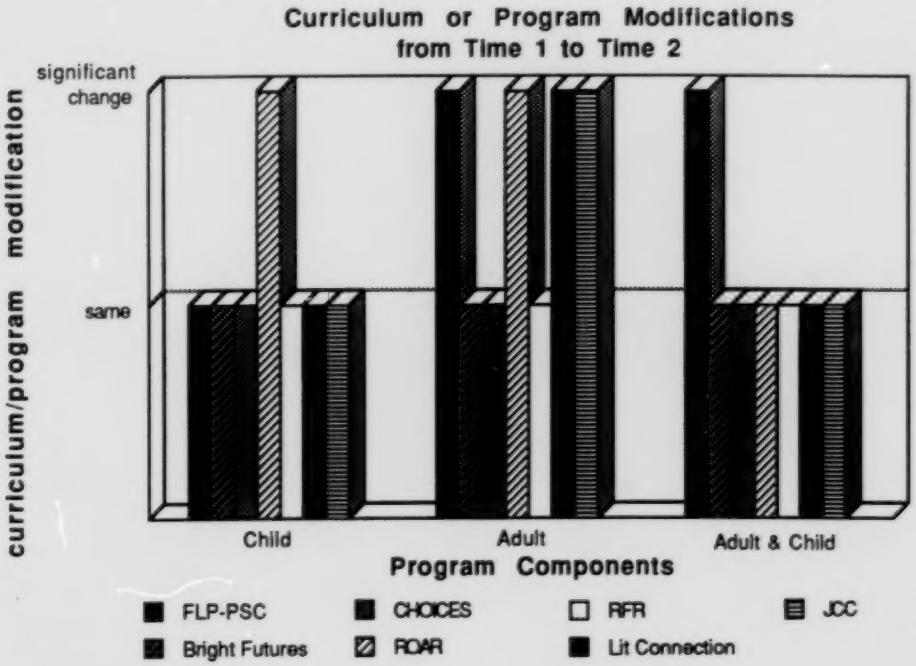
Generally, a slight increase in **family support service**s was noted among the networking sites. As the programs developed, there was an increasing emphasis placed on referrals to and from other social service providers. This was in direct response to the oft-stated desire to "get participants the help they need." Frequently, providers explained that they sought out services based on interests expressed by an individual participant. Once links were established based on the needs of one individual, these links were formalized for future referrals and assistance. Over the course of the study period, providers indicated that referrals to health, housing, and educational agencies rose, as did referrals to and use of libraries.

ECONOMIC SELF-SUFFICIENCY

In general, the programs directly connected with a community college continued to explore the links between family literacy programming and **economic self-sufficiency programs.** Through the Prairie State Family Literacy Program, adults can take key-boarding and word-processing classes on the college campus. The other community college programs had less formal economic self-sufficiency components, yet referrals to job skills classes occurred with increasing frequency.

COMPONENT DEVELOPMENT

All of these changes suggest that there is a developmental continuum identifiable for family literacy programs. On this continuum, a program begins by offering one component, such as adult education. Services expand as the program modifies the focus slightly and adds parenting issues to the curriculum. Links are then made with other agencies serving the families or potential families. In this example, agencies which serve the children, such as Head Start and Pre-K programs, would provide the logical link. The connection between the programs is usually formalized by emphasizing the parents'



role as teacher and often by offering workshops for parents. The program then incorporates adult-child activities by conducting workshops/classes for adults and children together, or by connecting adult and child learning goals. At this time, programs seem to narrow the target population. Instead of serving all parents, programs increasingly focus on adults in need of basic skills. Farther along on the continuum, the program enhances or draws in other services to provide support to the family. Such support often includes referral to health care providers, housing advocates, funds for transportation, and job training.

A similar developmental pattern was observed at all of the seven model sites, whether networking or center-based. For example, Ready for Reading (RfR) had as its genesis the adult literacy program housed at the college. Prior to Time 1, the coordinator of the literacy program became interested in the concept of family literacy. Based on the connections she had already established in the community, she extended the literacy program into several local preschools. Her goal was to support children's literacy development by strengthening parents' roles as teachers of their children.

Between Time 1 and Time 2, the program staff worked to establish and institutionalize links with preschool programs in the communities served by the college. Workshops for parents and cross-referrals between the programs became the "glue" which held the adult and child components together. Over the study period, RfR staff continuously sought out other agencies through which they could provide their services. Staff also began planning adult-child workshops and an after-school program for parents and children together. As they served more families, staff intensified discussions about how to serve those most in need. Finally, they worked to systematize referrals between RfR and the vocational education programs at the college.

Like RfR, five other sites began family literacy programs from an adult-only component. One program began from a child-only component. Although the seven sites continued

to modify and tinker with their established components, all tended toward this developmental pattern.

Program Goals/Philosophy

Three significant changes in program goals/philosophy were reported by providers at the seven sites. First, program staff found that their goals became increasingly more concrete. Second, programs expanded their emphasis on the participatory nature of family literacy, especially in the adult component. Finally, at networking sites, building partnerships with other agencies increased in importance.

While all seven programs continued to operate under the direction of the same or similar goal, two programs found that their goals became more concrete over the course of the year. As an example, one program coordinator said that in the beginning stages of delivery, she felt that an increase in participant's self-esteem would be an indirect outcome of the program. She found, however, that this was such a significant aspect of the program that it should be an *explicit* goal toward which to work.

> *Many participants came into the program feeling like failures on many levels; including as parents. They didn't always recognize the things that they were already doing 'right,' – things that were helping their child prepare for school. So, part of our focus has been to address this issue. We want the adults to realize that as parents, we all face these uncertainties about our capabilities, it comes with the territory. We encourage people to think about the positive experiences they already share with their children.*

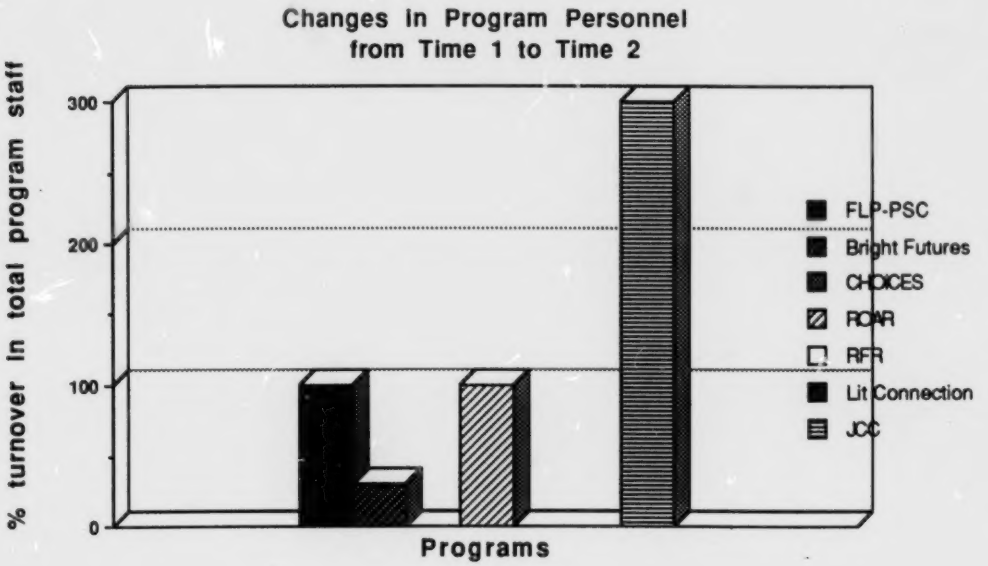
The majority of program coordinators mentioned the participatory nature of family literacy. Although this philosophy had guided some of the programs visited in 1989, it emerged as a major theme for the seven sites visited in 1990. At least four programs made major modifications to their program designs and curricula to incorporate an increasingly participatory approach. At the Prairie State College site, for example, a parent council was formed to provide direction for the family literacy program as well as to facilitate self-support for participants. At ROAR, the program coordinator said, "We are increasingly moving toward a meaningful curriculum guided by and attuned to students' interests — as *students* define them."

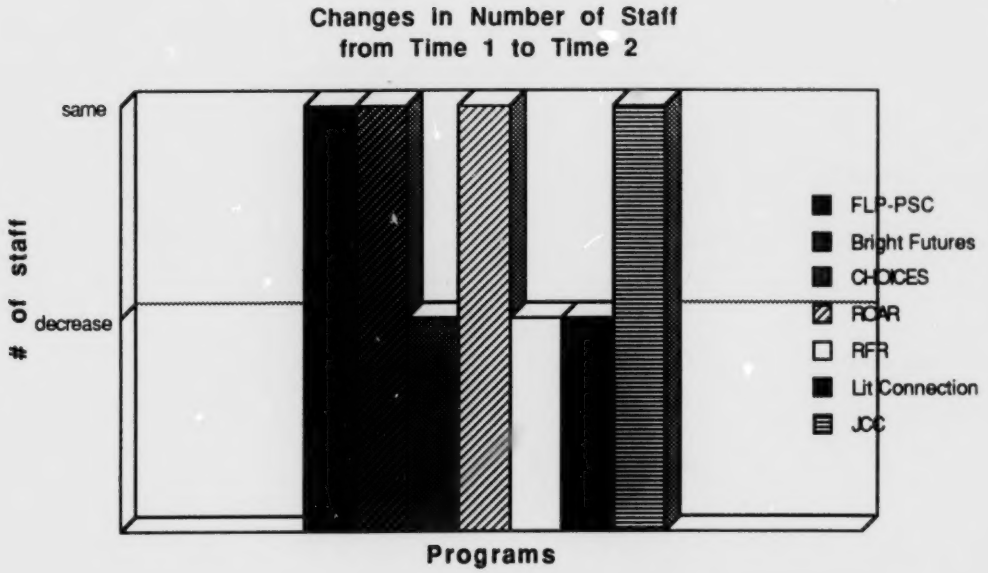
Another change in program goals was noted among the six networking sites. For these programs, building and maintaining partnerships with other agencies was noted as of paramount importance. As the programs broadened their network, the coordinators found that establishing professional partnerships and trust became an important programmatic goal. "To reach people in the community, we have to continuously seek out other programs working in places and with populations we don't reach. Convincing staff at those programs that our work can assist their efforts is not always easy."

Staffing

The programs experienced significant and striking changes in staff over the year. Indeed, **all seven reported staff turnover or reductions.** (graphs 2 and 3)

- 1 site had three different coordinators over a 24 month period;
- 2 sites had to replace their family literacy coordinator;
- 2 sites cut staff positions entirely; and
- 2 sites lost an important staff member.





While the exact cause of the turnover at each site was not known, the disruptive effects on the programs were obvious. At one site, the program coordinator lamented, "Only one staff person has remained the same over the duration of the program. This has in-

terfered with the continuity of the program. Participants don't feel as secure if they don't know the staff."

The two programs in which the coordinator was replaced found that the program had to endure an unsettled transition period. Fortunately, the infusion of enthusiasm brought by the new coordinators was, in the longrun, a boost for the programs[5]. The two sites where staff positions were cut entirely were obviously not so lucky. Coordinators at both sites found it difficult to maintain adequate levels of service. For example, at CHOICES an entire site was dropped, and services available at the other site were curtailed. According to the program coordinator, this made it "considerably more difficult to work with this transient population."

At the two sites where a significant staff member left, this loss temporarily crippled service provision. For one site, the loss hampered the completion of an important component of their project. When the other site lost the staff member, the adult-child component of their program unraveled. It is unclear whether either program fully recovered.

Recruitment

Most of the programs expanded or intensified outreach in an effort to identify and serve the 'hard-to-reach.'[6] In every case, the program coordinators extended their network of local contacts in order to find those families which weren't participating. This was especially obvious for networking-type programs. It was done not only to identify potential students, but also to build awareness of the family literacy program among the community of local services providers. In addition, since many of the sites provide referrals to their participants, this assisted them in gaining a better understanding of the variety of other social and educational services available to the families they serve.

All but one of the coordinators expressed frustration at the difficulty of recruiting the targeted population. Said one, "We know they are out there, we just don't know what would bring them in." One site approached the problem directly by mandating parent attendance for three sessions. While this worked to get parents to those sessions, it did not seem to impact the number participating in other components of the program.

Two of the programs continued heavy reliance on incentives to gain participation. In both cases the incentives were primarily books or small prizes. One particularly sucessful incentive was the distribution of free book bags and books to children in Southern Illinois. The bags contained information about the local family literacy and adult education programs. According to one program coordinator, the book distribution was "a big success. It really increased awareness in this area."

Three programs added door-to-door canvassing or home visits to their recruitment repertoires. According to one coordinator, "It makes a *big difference* in attendance when I go to people's homes and remind them about the session." This coordinator

5 Obviously, it is not always the case that a change in staff has such positive results. Often, staff turnover is both disruptive and debilitating to the program.

6 Clearly, the definition of 'hard-to-reach' is contextually based, a function of program design and target population. Although coordinators were not asked to define 'hard-to-reach' for their program, they commonly referred to families who "weren't participating, but should be." Many of the coordinators expressed a perception that they were preaching to the choir, rather than making new converts.

also believed that the closer the session was held to those homes she visited, the better the response. As an example, she described two public housing areas she had visited. At both sites, she went door-to-door and spoke with approximately the same number of people. At the site where the session was offered in a centrally-located community center, participation was high. At the site where the community center was not as accessible, participation was low. According to the coordinator, "I really believe that participation was influenced by my site visits and by the location of the session. When it was easy to get to, people were more likely to attend."

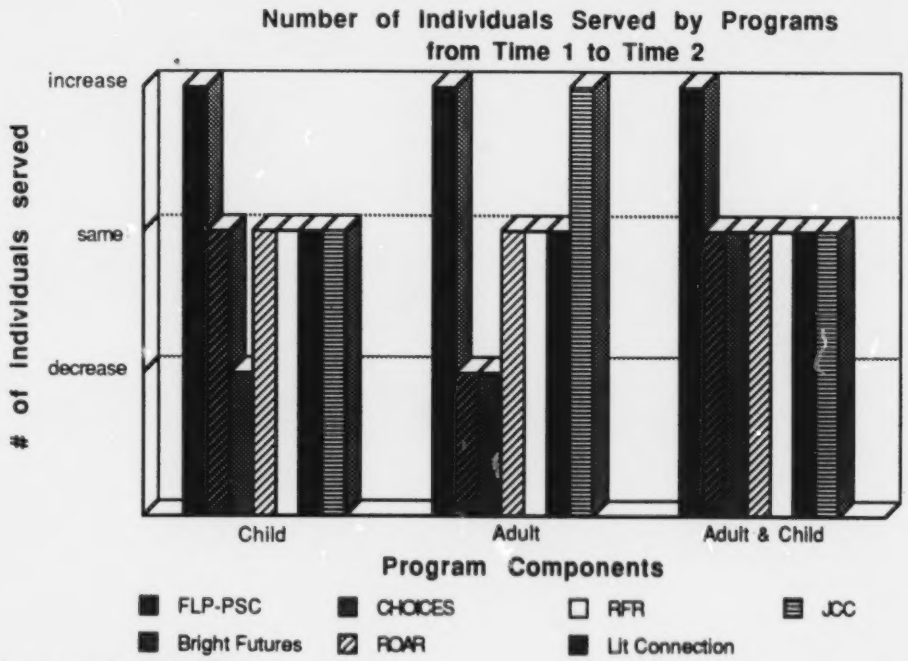
As recruitment methods became more sophisticated, the lines between recruitment and service delivery blurred. For one program, home visits served the dual purposes of recruitment for the family literacy program and an opportunity to conduct an adult-child educational activity. For another program, special events in community centers were designed to be both a recruitment tool and a chance for parents and children to share in the joy of hearing a story. In many cases, the programs which distributed free materials were providing a service as well as informing potential participants of their programs. In at least one case, an activity originally conceptualized as a recruitment technique, ancillary to services, eventually *supplanted* a regular service component. This case, especially, supports the notion of a continuum of program development. What was first a networking and recruitment activity was formalized into an "adults-as-teachers" component of the program. The enhancement and formalization of the recruitment activities gave rise to a new program component.

Participant Demographics

For most programs the makeup of the student population was relatively stable. (graph 4) As mentioned earlier, the programs increased attempts to recruit the hard-to-reach. Although some of these attempts were successful at bringing in new participants, program coordinators did not indicate that there was a significant change in the demographics of those served. An aggregate of all sites revealed that 98% of participants at Time 2 were female, no change from the previous year.

One program which did experience a significant change in population was the Family Literacy Program of Prairie State College. This program received a request to expand to another site. The site chosen was in a predominatly African-American community. Because the program's first site served an Hispanic community, the additional site added a new dimension to the learner population.

Program providers continued to express frustration at the difficulty of attracting male participants. With the exception of CHOICES, which serves a women's emergency shelter, all the other program coordinators expressed a desire to increase male participation in their family literacy programs. Several coordinators had organized special activities for men and children. Bright Futures had great success with "make-it and take-it" nights where men and children made easels or bookshelves. Ready for Reading found that "conducting home visits to inform families of special literacy programs increased the participation of men" in these events. While men tended to participate in single events such as these, they remained difficult to attract to ongoing family literacy activities.



Curricula and materials

Six of the seven sites reported modifying or adding to their curriculum and materials over the course of the year. Changes included orienting learning activities to a more participatory approach and experimenting with adult- child activities and materials. ROAR staff reported, for example, "The first step in the process was the development of a coordinated literacy curriculum: a curriculum that provides adults and children with numerous opportunities to engage in literacy activities that are meaningful in the context of their lives."

Most of the providers expressed satisfaction with the materials and curricula for the adult- and child-only components of their programs. However, all providers communicated a level of discomfort in their efforts to formalize the integration of the two components. "I wish we could find some 'ready-made' parent-child education curricula. I feel like we are stumbling along...we spend a lot of staff time on materials and activity development and I'm not sure we always go in the right direction."

No program relied on a single set curriculum for the family literacy program. Most often, the coordinators employed an eclectic assortment of materials to meet their students' needs and interests. Where off-the-shelf curriculum was used, it was supplemented by site-generated materials. Over the course of the year, new site-generated materials were incorporated at six of the sites.

Funding

For the most part, funding for these seven family literacy programs was very *unstable.* Three of the programs suffered funding cuts or loses. The most drastic example is CHOICES, which lost nearly 100% of its support for family literacy. This funding loss was due to a change in funding to the state. Since the loss of that funding, CHOICES

Table 1
Summary of Changes in Programs

	Components	Goals/ Philosphy	Staffing	Recruitment	Participant Demo-graphics	Curricula and Materials	Funding
Bright Futures	Number of adults served decreased		Lost important staff member	Home visits as recruitment tool	Make-it/take-it workshops increased male participation		
CHOICES	Number of participants served decreased	Networking became more important	1 position cut, hours significantly decreased for other position				Lost almost all of funding
Joliet Jr. College	Increase in cooperating agencies Added parenting skills program	Networking became more important, self-esteem received greater focus	Coordinator changed 3 times			New parenting curriculum designed and implemented	
Literacy Connec-tion	Parenting workshop series added	Greater emphasis on participatory education	Lost important staff person	Intensified outreach with home visits		New parenting curriculum added	Small funding cut
FLP-PSC	New adult classes offered Expanded into new neighborhood Expanded adult-child offerings	Greater emphasis on participatory education Parents given program oversight	Program coordinator changed		New population served	New workshops added	
RfR	Increased no. of sessions, no. served, & no. of cooperating agencies	Networking became more important	1 staff position cut, staff turnover, remaining staff given additional responsibilities	Intensified outreach with home visits, incentives	Increased male participation through site visits		Small funding cut
ROAR	Expanded nursery offerings Added adult student journals; enhanced writing activities Expanded parent discussion groups	Increased emphasis on participatory approach	Program coordinator changed	Experimented with home visits as outreach		Coordination of adult-child curricula Emphasis on writing expanded	

has been maintained, albeit with a significant reduction in services, through individual donations and small grants.

Two of the sites experienced a net loss in funding from Time 1 to Time 2. While the losses were relatively minor (less than $3000 in each case), in at least one case, it hampered completion of significant site-based materials.

Except for ROAR and CHOICES, the sites received the majority of their financial support through the Illinois State Board of Education[7] or the Secretary of State Literacy Office. This was not a change from the previous year. Although both agencies are interested in, and actively support family literacy efforts, their funding is already stretched thin. Recent state budget problems threaten to negatively impact the limited funding available in years to come.

Even with funding instability, most of the sites continued to offer and expand services by shifting priorities and/or increasing staff responsibilities. While this was not done without strain, it certainly evidences the creativity and commitment of staff at these sites.

Evaluation

From Time 1 to Time 2, program and student evaluations remained unchanged at each site. As will be discussed in the second part of this report, all sites made significant modifications to the evaluation of their family literacy programs after receiving assistance from the ILRDC (Phase 3). A complete discussion of this begins on page 31.

Discussion

While this follow-up data suggests a pattern of program development and several areas of program success, it is clearly too soon to draw conclusions on best practices for family literacy. Nevertheless, at least two family literacy practices identified in these seven programs merit additional attention. These practices — door-to-door recruitment and participatory education — are discussed individually.

DOOR-TO-DOOR RECRUITMENT

As already noted, a number of programs have begun to recruit participant families through home visits. The programs having success with door to door recruitment or providing home-based services of some type were diverse. One program, which came to rely on home visits to engage families in workshops and special events, serves a rural area. Home visits were conducted primarily in the public housing projects of several small communities. As noted previously, the coordinator found that these visits were especially successful when the site of the special event was easily accessible. She also found that men were more likely to attend if she conducted home visits.

Another program conducts home visits for families in the mid-sized community of Galesburg. These visits are done by the teachers of preschoolers at least two times per year, per family. Although the primary purpose of these meetings is not recruitment for family literacy programs, it does give teachers an opportunity to talk with adults about their child's and their own educational goals.

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7 In Illinois, funding for adult education programs is partially determined by "generated hours". The Illinois Community College Board (ICCB) provides a percentage reimbursement to community college programs based on generated hours. Therefore, family literacy programs housed in community colleges may receive financial support from ICCB as well as ISBE. ICCB also finances such support services as on-site day care.

For a complete discussion of the role of ICCB and various other funding and support agencies in the state, please refer to *Fine-Tuning the Mechanics of Success for Families, Report #4.*

In all but one case, the direct contact provided by the home visit not only allowed the provider/staff person to establish rapport with the family, it also served as a chance to conduct adult-child activities. There are several models of family literacy programs which are **based** on home visits. The Literacy Connection, one of the model sites, is in the process of completing a mentoring guidebook for trained volunteers to use with families in the home setting. Nationally and internationally, the HIPPY model (Barbara Bush Foundation for Family Literacy, 1989) has provided some documentation on the success of home-based efforts.

While programs may not wish to, or indeed be able to provide comprehensive home-based family literacy services, there does seem to be merit in the door- to-door recruitment/servicing of individual families. Certainly the development, implementation, and success of such components should be examined in more detail.

PARTICIPATORY EDUCATION

From needs assessment to student councils, participatory education (Fingeret and Jurmo, 1989) is receiving great emphasis from family literacy providers. The majority of the seven sites were struggling with integration of a learner-centered approach into program development and evaluation. On the most basic level, providers were concerned that their family literacy programs be responsive to student needs, build on family and individual strengths, and allow the individuals and families to control their learning.

One program, for example, sought to increase student participation in curriculum development and to help students find a reason to use the printed word as a means of communication. To facilitate this, staff began using dialogue journals for students and tutors to share their successes and frustrations with learning to write. In addition, project staff distills themes and ideas from notes taken during a weekly Parent Discussion Group. Students write and tell stories based on these themes and others which they identify through writing and discussions. This provides learning materials for future discussions. At one Parent Discussion Group meeting, a participant told a story about her daughter's new trike. This story, transcribed from the discussion, became a "book" which was later illustrated by the participant and her child.

At another site, participatory education has meant adult participation in many aspects of program development and oversight. A parent council meets regularly to advise the program coordinator. The council discusses problems and successes of the program and suggests ideas. For example, the parent council felt that "higher level" student needs were not being met in multi-level classrooms. They suggested dividing classes into separate sections. Based on these recommendations, the program coordinator made programmatic changes. Whenever decisions are made about program changes, parents and/or the parent council are party to the decision-making. In the classroom, teachers are encouraged to see adults and children as active participants in their education.

At several other sites, participant involvement in the design and implementation of the program was being discussed. Coordinators at these sites also told of their efforts to build on family strengths, rather than attempts to "fix deficits." Participant goal setting was emphasized at two of these sites as a way for participants to control their education. Coordinators expressed concern that their programs be based on participant request and feedback.

Clearly, the profile of participatory education has been raised throughout the year for the sites visited. The strength of this trend merits continued attention.

Barriers

The investigation of changes at the sites also pointed to some common barriers faced by family literacy programs. Difficulties remain as providers seek to offer a formalized adult-child component, recruit the hard-to-reach, maintain funding and staff, and collect and synthesize information. These issues are considered below.

ADULT-CHILD COMPONENT

Perhaps most importantly, the majority of providers felt that the weakest aspect of their program was the adult-child component. Providers were struggling with the complementary issues of how to increase adult involvement in their child's education while helping adults identify and work toward their own educational goals. Educational activities which *simultaneously* engaged the adult-child dyad were universally perceived as important, in spite of the fact that there is no empirical evidence to suggest this is more effective than other family literacy activities.

Nevertheless, providers expressed an interest in learning activities for adults and children together. However, they found that designing and implementing such activities was difficult. Several providers mentioned that they "didn't know where to start." For networking programs in particular, it seemed an onerous task to "bridge the gap" between those primarily responsible for working with the adults and those working with the children. So far, this territory remains largely uncharted for the sites investigated.

RECRUITMENT

Although programs had some success with a variety of different recruitment techniques, most coordinators shared a concern that they were not reaching those families "most in need". Many programs continued to find that services were being utilized primarily by adults interested in enhancing their skills as teachers of their children. These adults were not necessarily in need of reading or basic skills assistance. For programs providers interested in providing simultaneous and reciprocal learning opportunities, this presented a conflict.

FUNDING

Funding for a comprehensive, integrated family literacy program remains unstable. Although public funding sources (i.e., Illinois State Board of Education, Secretary of State Literacy Office, Illinois Community College Board) have encouraged and promoted family literacy, the financial situation in the state has limited the availability of new funds. Similarly, foundations and private donors have expressed interest in family literacy but have not met the increasing demand on their funds.

Funding from the Even Start program may ease this problem, but only for programs serving children up to age seven.

STAFFING

Another continuing problem for family literacy programs is the difficulty faced in staffing. Not only do programs have little information on what qualifications are needed to be a "good" family literacy provider, they often have difficulty identifying and retaining persons with those skills. Obviously, this is linked to the relative newness of the field and the instability and limited funding family literacy programs receive.

INFORMATION

Providers expressed an ongoing need for more information and technical assistance. Among the issues and concerns identified by the seven providers were:

- What works best for whom?
- How is an effective adult-child component structured?
- How can male involvement be increased?
- How are those most in need recruited and retained?

This is a small sampling of the questions which remain for providers who already have an average of two years experience with family literacy. This sampling underscores the urgency of the need for practical, ongoing research in best practices.

Recommendations

Based on this follow-up investigation of program development, the following recommendations are made.

- **Continue research and investigation of best practices in family literacy.** Research should explore the variations and effectiveness of the adult-child component in particular.

  This work also suggests that other potential areas of investigation are: participatory education in family literacy programs and integration of home visits as service and recruitment.

- **Increase the availability and stability of funds for family literacy programs.** This will allow providers to engage in innovative investigations of best practices. Stable funding will also assist programs in moving as quickly as possible along the developmental continuum.

- **Provide technical assistance and staff development to establish professional standards other than certification for family literacy staff.** Several studies (Hagenaur, 1990, Illinois Literacy Council, 1990) have established that literacy providers tend to be relatively new to the field and experienced providers are often found in the same programs. Establishing family literacy 'competencies' and providing opportunities to achieve such competencies would be a boon for individual programs, participating families, and the field in general.

- **Provide funding for creative, well-established programs.** These programs can then be a proving ground for innovative strategies. Additional funds will also provide the opportunity for these programs to engage in long-term program evaluation. Examining programs over time will no doubt reveal the strength and impact of family literacy. Most likely, long-term program evaluation will point to important trends and "best practices".

Part II
EVALUATION

Introduction

During Phase 1 of this project, significant time was spent considering evaluation of family literacy programs. A developmental and evaluation framework was constructed to incorporate the unique and varying designs of individual family literacy programs (ILRDC, 1990). The framework has the dual goals of ongoing program development and program "self-evaluation". This developmental and evaluation framework combined and extended upon the work of Weiss (1988) and Jacobs (1988).

As shown in Figure 1, the programmatic components of a family literacy program: adult-only, child-only, adult-child, family support services and economic self sufficiency, are represented on the horizontal axis. Five levels of evaluation: needs assessment, accountability, formative evaluation, program progress, and program impact, are represented on the vertical axis. This two-dimensional structure imbeds evaluation into family literacy program design.

Figure 1
Evaluation Framework for Family Literacy Programs

Evaluation	Child	Adult	Adult-Child	Family Support Services	Economic Self-Sufficiency
Level 1 Needs Assessment (Preimplementation)					
Level 2 Accountability (Program Documentation)					
Level 3 Formative Evaluation (Program Clarification)					
Level 4 Program Progress (Progress toward Objectives)					
Level 5 Program Impact					

A distinct advantage of this approach is that it allows a program to engage in different levels of evaluation within different program components. The framework also serves as a developmental tool, suggesting evaluation strategies for implementing new components. Thus, a particular provider may be engaged in several levels of evaluation based on the state of program development, program components in place, and overall program goals. As an example, a program may be engaged in Level 1 evaluation for its

well-established child-only component, Level 2 for a newly established adult-only component, and Level 1 for potential development of an adult-child component.

The Process

The goals for this phase of the project were to:

1. train and assist local providers in the development of an evaluation system for their family literacy projects
2. test the usefulness of the framework as a tool for such development.

This phase of this project had a two-part design. First, each site devised its own internal evaluation based on the framework and second, a synthesis of the findings from all of the sites was completed by ILRDC staff.

Originally, all seven model sites agreed to participate in this part of the project; however, only six were able to complete the intensive process.

The primary procedures for this phase of the project were site visits and consultation. Each site received an initial site visit/training. At this session, ILRDC staff described the framework, potential applications, and model tools and instruments. Site staff then portrayed their program and outlined the goals they had in mind for the evaluation project. This conversation was subsequently distilled by ILRDC staff and summarized as a plan of action. The plans were shared with the staff at each site. Site staff had an opportunity to comment on their individual plans and change them to more accurately reflect their interests and needs. Plans were also reviewed and commented upon by the ILRDC Evaluation Specialist.

As the plans were being finalized, ILRDC staff disseminated materials and academic publications to the sites based on the interests expressed by site staff. Tools and instruments such as questionnaires and data collection forms collected during Phase 1 of the project were shared and discussed with the providers at the six sites.

Once their plans were complete, individual site staff began the process of putting them in place. Most sites had identified two or more goals to accomplish over the period. One ambitious site team identified a goal in each of the first four levels of the framework.[8] (Table 2)

To achieve their goals, site staff adopted or adapted new instruments, designed interviews, compiled data, took field notes, and conducted surveys. Data was analyzed and a final report was prepared by each site.

The instruments and tools used by the sites were highly individualized and reflected the goals of the diverse programs as well as the stage of development of the sites. The one common denominator for all six sites was the process and the data synthesis done by the ILRDC. A discussion of the findings begins on page 59.

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8 While most sites chose to pursue goals at more than one level, each site had a primary focus or interest. This report documents work done at all levels by each project. Thus, the reader will find that some activities receive a more thorough analysis. This reflects the understandable difficulty of initiating and documenting the process and results of the variety of activities completed at the local level. It also reflects the natural curiosity of the local evaluation teams to investigate particular questions of importance to their project while simultaneously attempting to implement an entire evaluation "system."

To facilitate *local* control over the individual evaluation strategy, ILRDC staff stressed their consultative role. Correspondence, conversations, and site visits were documented and shared with staff at the individual sites for comments and corrections. ILRDC staff helped to define the "next step" at each stage of the process, then responded to the concerns of site staff. Plans were revised and finalized based on site and ILRDC staff collaboration. This ongoing dialogue strengthened the delivery of the services by its collaborative nature.

The work of each site is discussed, by level, below.

Table 2
Summary of Guiding Questions of Programs, by Level

Level	Bright Futures	Choices	Literacy Connection	FLP-PSC	RfR	ROAR
1				What family literacy services are needed in the Gavin School community? •In what ways are Gavin parents already involved in their education and the education of their children? •What types of family literacy services would be most attractive to families in the Gavin community?	Are there accessible affordable education services available for children and are parents with low literacy skills willing to come to tutoring at the same times that their children receive free tutoring? •What educational interests do adults in the community have? •What barriers might keep adults from attending?	
2	What services are available to families enrolled in Bright Futures?		What are the needs, interests, and goals of the families which enroll at the Literacy Connection?		How many participants attend each session and how many are referred?	Who are we serving?
3	•What would assist the parents of the preschoolers to pursue adult education? •How might Bright Futures better serve the needs of the preschool families—including provision of adult ed. services?	Are clients satisfied?	Are clients satisfied?		Are clients satisfied?	How can we do a better job of serving ROAR participants?
4		•Are shelter clients setting and meeting their goals? •After a client identifies a goal, what steps does she take to work towards that goal?	Are families specifying and meeting their behavioral objectives?		Are parents reading more to their children and/or using the library more after participating in the program?	

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Level One — Preimplementation Tier

This phase is commonly known as a needs assessment. The guiding question is "What is the problem?" The purpose is to document a need for particular services for a specific population within the community. Documentation is usually shared with funding agencies, community members, and potential participants.

Needs Assessment — Family Literacy Project of Prairie State College

PURPOSE OF EVALUATION

Just prior to Phase 3 of this project, the Family Literacy Project of Prairie State College (FLP-PSC) was asked by ISBE-AELS to expand their family literacy program into a local accelerated school. In an effort to facilitate the implementation of a family literacy program in a new community, the staff of FLP-PSC choose to conduct a needs assessment. The process of program implementation took place simultaneous to conducting the needs assessment. Due to the nature of their program (see program description, page 102), FLP-PSC staff considered this assessment across the adult, adult-child, and economic self-sufficiency components.

Their guiding question was "What family literacy services are needed in the Gavin School community?" Subcomponents of that question were: "In what ways are Gavin parents already involved in their own education and the education of their children?" and "What types of family literacy services would be most attractive to families in the Gavin community?"

While the primary goal of the project was to answer the guiding questions, the FLP-PSC staff also had two indirect goals. First, the staff hoped to empower community members through the process of involving them in the design, development, and implementation of the needs assessment process. Second, site staff hoped to raise awareness of the program in the Gavin School community and possibly recruit participants.

STRATEGIES/TASKS/PROCESS

Three data collection strategies were agreed upon. To determine the population characteristics of the community, the FLP-PSC coordinator, Paul Weaver, gathered census information. Information on number of community residents, their cultural identities, poverty rates, and educational levels were deemed important in determining the need for educational services.

Data was received by mail from the Census Bureau and by a follow-up visit to the Census Bureau in Chicago. Although only preliminary 1990 data was available, Weaver was able to determine the number of adults and children in the school community and their cultural identities. Educational levels and rate of teen parenting were garnered from 1980 data. Weaver hopes to collect 1990 income and education data when it becomes available.

A teachers' survey (Appendix 6) for K-6th grade teachers was drafted to determine the existing level of parental involvement at the school and to investigate what teachers perceived as the needs of the adults in the community. During an all-teachers meeting, Weaver discussed the FLP-PSC and the forthcoming survey. Following this meeting, Weaver met with four teachers to draft the instrument. This not only engaged teachers in the process, but it also ensured that the survey had credibility with those who were to complete it. The survey was distributed through the school mail and the principal

made an announcement requesting that all teachers complete and return the survey. Seventy-percent (12/17) of the teacher surveys were returned.

A community survey (Appendix 6) was drafted by Weaver with assistance from an ILRDC consultant. This survey was reviewed and critiqued by a parent and a staff member familiar with the community. Again, the purpose was to ensure credibility and relevance of the language and questions to community members. A representative space sample[9] of families was chosen to participate. The sample was selected from the 1990–91 school roster of 385 children. A goal of interviewing 30-40 Gavin families was set.

The survey was administered orally by the consultant and two trained parents. Administration of the survey took place in the school and in the homes of respondents. Many of the initially identified families were difficult to reach and were thus unavailable to complete the survey. In order to achieve the goal set, other Gavin families were asked to participate. These interviewees were selected by going door-to-door and by surveying adults who came to the school to register their children. In all, 33 adults (32 females, 1 male) representing 33 different families completed the survey.

Data Collected/Analysis

The demographic information confirmed general observations which Weaver had made about the community. The tract information revealed the following:

- 97% (n=3388) of the community is African American
- 40% of the population is under 18 years of age

Other information about Chicago Heights (of which the Gavin school community is part) was collected from different sources. Approximating this data for the Gavin community, Weaver concluded that:

- 33% of the babies are born to teen mothers
- 50% of adults do not have a high school diploma.

These factors indicate that there is a large number of families in the Gavin school area who might benefit from family literacy programs.

The compiled teachers survey (Appendix 6) indicated that many parents participated in school activities. The most participation (78%, 217 parents out of 279 total children in class) was recorded for parent-teacher conferences. However, this figure does not indicate how often parents attended such conferences. Other participation occurred in these situations:

- 20% for field trips and special events
- 10% for parent meetings and disciplinary meetings
- 8% for parent/child workshops, observing a class, and volunteering in the classroom
- 3% attending adult education classes.

When teachers were asked the importance of participation in such activities, they ranked parent-teacher conferences highest. Other highly rated activities were: parent-

9 Every sixth family on the roster.

child workshops, adult education classes, parent meetings, and disciplinary meetings. Of less importance were field trips, classroom observations, volunteering in the classroom, and special events.

Teachers also had the opportunity to respond to what they perceived as the most needed activities for the parents of the children in their classes. All the teachers responding indicated that "parenting" activities were needed. The teacher rankings are listed below.

Activity	% Listing Activity (n=12)
parenting	100%
family story time	92
self-esteem	92
GED/Pre-GED	83
play groups	74
skills review	74
vocational evaluation	42
office technology	42
computer workshops	42
vocational training	33
aerobic exercise	21
ESL	9

Teachers were also asked to identify specific student (child) needs which a parent program could help address. Two teachers listed building self-esteem. Other comments included: communicate better verbally, improve reading skills, get along with peers, and learn discipline. In summary, the teachers perceived that adults in the community were in need of activities which focused on parenting skills, adult-child learning (family story time, play groups), self-esteem, and adult education (GED/Pre-GED, skills review). They were less inclined to feel that adults in the community needed vocational activities (vocational evaluation, office skills classes, computer workshops, etc.) or aerobic exercise. Not surprisingly, the teachers were very concerned with activities which had a direct relationship to the education and well-being of the children.

Although the two surveys were not designed to match exactly, the adult community survey (Appendix 6) did purposefully include some of the same questions that were on the teacher survey. This was done in the hopes of painting the broadest picture possible of services needed and in an effort to find common ground between the parents and teachers. The survey revealed some commonalities between teachers' and parents' views. It also showed some interesting divergences.

In terms of present participation at the school, parents agreed that their primary activity was parent-teacher conferences 61% (n=33). Forty-eight (48) percent said they visited the school for parent meetings, 42% to observe their children's class, 39% to attend special events, and 36% to volunteer in the classroom. Parents said they were less likely to visit the school for field trips (21%), parent-child workshops (15%), GED/ABE (6%), or disciplinary meetings (6%). Weaver made these observations:

> *In over half the areas on the survey, parents disagreed significantly with the teacher estimates. (This may be due in part to the small size of the parent sample or parent*

over-estimation of their participation, but I also think it genuinely reflects some difference in perception.) Parents said they observed classes and attended meetings four times as often as teachers said they did....Three times as many parents said they volunteered in class, and nearly double the number of parents say they have attended special events. Interestingly, fewer parents...recalled attending disciplinary meetings or parent-teacher conferences.

When asked about the importance of the activities, parents were in agreement with the teachers that parent-teacher conferences and parent meetings were very important. Most parents (78%) rated "observing child's class" as very important. Teachers, on the other hand, had a mixed reaction, with only 50% ranking this activity as very important for parents.

In terms of activities parents felt would most help them help their child, parents ranked parent support groups as number one. Almost half (48%) indicated that this type of activity would help their family. Although parenting and parent support are quite different, this finding indicates a convergence of interest of the teachers and parents around issues pertaining to being a parent. The other activities which parents responded to are listed in order of preference.

Activity	**% Listing Activity** (n = 33)
parent support group	48%
computer workshops	42
aerobic exercise	36
office technology	36
family story time	33
vocational training	24
GED/Pre-GED	15
ESL	15
vocational evaluation	12
skills review	6

(Self-esteem and play groups were not included as possible options.)

Aside from parent support, the parents replied that skills classes (computer workshops, office technology, and vocational training) were important for themselves and their families. The parents also gave high priority to aerobic exercise and family story time. This indicates that for the parents surveyed (unlike the teachers), activities leading to economic self-sufficiency were almost as important as parent support.

All the parents interviewed responded that it was important for parents to be involved in their child's education. Parents responded favorably to the possible ways listed to assist their children. The majority (91%) answered that visiting the school and helping with homework would assist their children with school. Other activities that parents felt would help their children in school were: reading clubs (82%), math club (73%) and after-school projects (48%). For themselves, the adults wanted to learn word processing/typing/computers (10), get their GED (6), and help their children with homework (3).

The results of the parent survey brought into question the perceived need of the adult community members for adult education services. Rather, parents indicated high inter-

est in parenting support, vocational training, and aerobic exercise. Factoring in the demographic data and the teacher information, Weaver concluded:

> *Our primary focus...has been GED/pre-GED/ABE/skills review. We have had a very difficult time recruiting, but have been successful twice this year in recruiting a class. These results, showing clearly the interest of the parents, suggest that we should adjust our focus. While continuing to offer the Adult Basic Education classes which are needed as indicated by the demographic data (and the perceptions of the teachers), we should emphasize parenting and parent support, computers and office technology, aerobic exercise, and parent-child play groups.*

Dissemination of Findings

As the coordinator of a networking type program, one of Weaver's primary concerns was sharing the data and information with the cooperating program personnel. In response, Weaver prepared a lengthy report[10] summarizing the findings, drawing conclusions, and making recommendations. The report was distributed to 30 cooperating agency staff members. Subsequently, a meeting was arranged by Weaver to discuss the findings and implications for program development.

The purpose of the meeting was twofold—to discuss the findings of the needs assessment and to prepare a plan for modification of the program. The meeting was attended by representatives from a majority of the cooperating agencies. All in attendance discussed the data collected and a preliminary plan of action was agreed upon. It is likely that the economic self-sufficiency component of their program will be expanded, as will parenting and parent support group activities.

Findings and information about the needs assessment process have also been disseminated at workshops and the ILRDC family literacy policy meetings.

Resulting Program Changes

Based on the findings and discussions with staff before, during and after the meeting, modifications will be made to the program design. One certain change will be the incorporation of ongoing community assessment into the overall FLP-PSC. Weaver outlined the following "next steps."

> *The next steps would be to survey men (only one of the 33 parents was a man), survey Spanish speakers in the Garfield/McKinley area, survey Beacon Hill and Family Enrichment [cooperating programs], and perhaps do some pilot surveys in other communities such as Ford Heights. Prior to using the survey again, we should speak with parents, teachers, and surveyors to check for changes which should be made to the instrument...The teachers' survey [should also] be reviewed and given to teachers of the other [cooperating] programs.*

Documentation of changes resulting from the needs assessment and the other surveys are eagerly anticipated.

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10 Available from: Paul Weaver, Family Literacy Project of Prairie State College, Garfield School, 140 E. 23rd St., Chicago Heights, IL 60411-4297. Please enclose $3.50 + $1.50 postage and handling.

Needs Assessment — Ready for Reading

Purpose of Evaluation

Ready for Reading (RfR) staff had long received requests for free tutoring of school-aged children. Due to the volume of requests, RfR staff surmised that a family literacy program offering tutoring to school-aged children and their parents might be well attended. As envisioned, the program would provide tutoring for the children while parents in need of basic skills attended adult education classes or tutoring.

To determine if the need for such a program existed, RfR staff chose to conduct a needs assessment. The guiding question for the assessment was: "Are there accessible, affordable educational services available for children, and are parents (with low literacy skills) willing to come to tutoring in order for their children to receive free tutoring?" Subcomponents of the question were "What are the educational interests of adults in the community?" and "What barriers now keep adults from attending educational programs?"

The assessment was designed to assist in development of child, adult, and adult-as-teacher components. See the RfR program description, page 115.

Strategies/Tasks/Process

To determine the answers to their guiding question, RfR staffers Barbara Bauernfeind and Tina Grounds agreed upon four tasks. The first task was to gather demographic information about the potential communities to be served. Grounds, Family Literacy Trainer for RfR, compiled 1990 census information on two of the counties RfR serves. Population, income, and employment rates from the counties were gathered and compared to the state average. Eligibility for free and reduced lunches and high school completion rates were also gathered from separate sources.

An informal investigation of existing tutoring services and the costs of such services was completed by contacting the superintendent of a local school district. He provided information on the cost and availability of tutoring through the schools. In addition, a question was added to the community survey to determine the availability and affordability of such services as perceived by community residents.

A community survey (Appendix 7) was designed by RfR staff. Surveys were administered orally by trained volunteers. Areas with a high incidence of poverty were targeted in two towns for survey completion. A goal of interviewing 30 families from each town was set.

The ambitious survey goal was easily reached by training 10 volunteers from a sociology class at Rend Lake Community College. Volunteers were required to attend a two hour training session where Grounds explained the purpose of the survey, discussed techniques for conducting the interviews, and provided extensive information on adult education offerings currently available through the college. Teams of two volunteers were then sent to specific areas of each community. Volunteers were given highlighted street maps to indicate their "territory." Specifically targeted were the public housing areas in each town.

A total of 81 surveys were completed (40 from the town of Benton, 41 from the town of Mt. Vernon). Surveyors went door-to-door and requested participation. Incentives such as children's books, food coupons, and information were offered to encourage survey completion. For both towns, surveyors reported a completion rate of approximately

50%. Non-responses were counted when residents were not home or were unwilling to complete the survey.

Finally, a teacher survey was designed (Appendix 7) to assess the need for tutoring of school-aged children. Teachers from elementary schools in the towns of Benton and Mt. Vernon were surveyed. Questionnaires were distributed to the teachers, who were asked to respond in writing. The questionnaires were collected and returned to RfR staff. Seven teachers from the Benton school and eight teachers from Mt. Vernon completed the questionnaire.

DATA COLLECTED/ANALYSIS[11]

The demographic data for Franklin County (of which Benton is part) came from June 1991 figures. The following provides a composite picture of the community.

- 13.3% unemployment
- median family income of $16,621
- 27.4% of school children eligible for free or reduced lunch
- 41.1% of adults without a high school diploma or equivalency

These factors suggest that a large number of families could benefit from adult education services. In addition, these figures indicate that it would likely be difficult for many families to afford tutoring for their children.

According to the Superintendent of the Benton schools, the schools do have three tutors available to work with children. The cost for such tutoring is $10 per hour. In the previous school year, only six families had taken advantage of the available tutoring.

The community survey revealed that most parents would be interested in free tutoring for their children. Ninety (90) -percent of the families with school-aged children (n=21) interviewed indicated that they felt "one or more of their children could benefit from tutoring." Ninety-five (95) -percent said they would be interested in tutoring for their child(ren) if it were free. Only two of the families indicated that their child(ren) had been tutored previously. Of those who felt their children could benefit from tutoring but had not pursued it (n=17), 57% cited lack of money. Twenty-one (21) percent were unaware of available programs and 14% were unsure who to contact. Of the eight adults in the sample without a high school diploma or equivalency, **100% were interested in both tutoring for their child(ren) and in attending tutoring sessions themselves.**

The teacher questionnaire supported the theory that school-aged children in the Benton community could profit from tutoring. All seven teachers responded that they had students in their classrooms who could profit from tutoring. Responding teachers represented grades K-4. The principal also completed the questionnaire.

Aside from indicating an awareness of the needs of children in their classrooms, teachers also indicated a willingness to help. Seventy-one (71) percent of the teachers indicated that they were willing to volunteer one hour a month for a parent-child tutoring program. One hundred (100) percent of the teachers indicated that they

11 For purposes of this report, data from just one town, Benton, will be detailed. A complete copy of the RfR final report (which includes data from both towns) is available from the ILRDC office. Please contact the office for ordering information.

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would provide information, homework, and test dates to tutors. Finally, one respondent wrote, "Anything that can help our students or parents learn or improve themselves I am 100% in favor of. Many parents don't have the skills necessary to help their children learn."

In terms of the educational needs and interests of adults in the community, the door-to-door survey revealed some interesting information relating to the parent-child tutoring concept and adult education programs in general. Almost 50% (21/53) of the adults who revealed their educational level did not have a high school diploma or its equivalent. Of those who completed the survey (n=19), 89% indicated that they were interested in improving their skills in at least one area. The vast majority (74%) wanted to complete a GED. Other activities they wanted to pursue are listed below:

- 11 pursue a college degree
- 9 improve math skills
- 8 receive job training
- 8 take courses in behavior management
- 7 take courses in teaching child at home
- 5 improve reading skills
- 2 take courses in single parenting
- 1 take courses in practical home management.

Most (63%) of the respondents were aware of local educational programs available to them. However, a similarly large number (63%) had not or could not participate in such programs due to lack of child care. The next greatest barrier was transportation, which had kept or would keep 37% from participating. Other barriers were: lack of time to prepare for class (5), inconvenient class schedules (4), age (4), embarrassment (3), fear (2), and a feeling that the GED would be no help (1).

Summarizing this information, RfR staff determined:

> *When asked if either or both child care and transportation were made available, would it be beneficial in allowing them to take classes, 68% of those without a high school diploma or equivalency said one or both would be beneficial. There are two child care centers in Benton that take toddlers...and three child care homes that take infants at an approximate cost of $12-$15 per day. While there is a high percentage of 3-5 year-old children in Pre-K and Head Start, the emphasis should be placed on child care for younger children. With 90% of the individuals without a high school diploma receiving at least one form of public aid, the financial burden of child care and transportation is shown to be the main barrier preventing adults from pursuing the educational opportunities they desire.*

In general, RfR staff concluded from their needs assessment that an adult-child tutoring program would be well received. "The results were overwhelming in all areas of interest. [In addition], the results of the needs assessment showed that transportation and the lack of child care for infants were the main barriers for adults without a high school diploma or equivalency in pursuing their educational goals."

Dissemination of Findings

RfR staff has documented the information gathered by means of their needs assessment. This data has been used to support the need for a parent-child tutoring program in proposals submitted to several foundations. The results have also been shared with all RfR staff members and some cooperating agencies. It is hoped that their work will result in funding for expansion of the RfR program to include an after-school adult-child tutoring project.

Findings and information about the process of data collection have also been shared with other providers at workshops and at policy meetings.

Resulting Program Changes

Based on their findings, RfR staff reported:

> *In order to complete the family literacy program within these two counties, a school-age component of tutoring children with learning needs and who have a parent with low literacy skills who will be attending a GED/basic skills class will be implemented...The program will upgrade parent and child literacy skills; open communication between*

Table 3
Summary of Level 1: Needs Assessment Evaluation by Program

Program	Purpose, Guiding Question & Subquestions	Audiences	Strategies/ Tasks	Data Collected/ Analysis	Dissemination	Program Planning
Gavin School FLP-PSC	To determine what family literacy services were needed in the Gavin School community • What family literacy services are needed in the Gavin School community? ○ In what ways are parents already involved in their own education and the education of their children? ○ What types of family literacy services would be most attractive to families in the Gavin community?	Program Staff Potential Participants Funders	Survey teachers Survey community	Quantitative data Demographic information Compilation of data Comparison of teacher and community interview data	Summary report disseminated to cooperating programs Meetings and workshops	Changes in adult and economic self-sufficiency offerings
RfR	To determine if there was a need and interest in a family literacy program for adults and their school-aged children • Are there accessible affordable education services available for children and are parents with low literacy skills willing to come to tutoring at the same times that their children receive free tutoring? ○ What educational interests do adults in the community have? ○ What barriers might keep adults from attending?	Program Staff Potential Participants Funders	Survey teachers Survey community Investigate other available related services	Qualititative and quantitative data Demographic information Compilation of data	Proposal to funding agencies Meetings and workshops	Addition of after school program Attempts to increase access to child care and transportation

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parents, teachers, and schools; and model a homework program for parents. Since both counties hold a high student drop-out rate and an extremely high rate of concern and desire for help among parents, an after-school parent/child program would be beneficial in breaking the cycle of illiteracy.

Staff at RfR is hopeful that the results of the needs assessment will persuade potential funding sources to support their efforts.

Level Two — Program Documentation

This level has traditionally been known as program utilization. At this stage the answer to "Who are we serving?" and "What services are we providing?" is addressed. Data is collected on participant characteristics and service use. This type of data provides evidence about whether or not the targeted participants are being served, provides guidance for changes within the program, and can be used to maintain current levels of funding or secure additional funds for program expansion.

Intake — Reach Out and Read

PURPOSE OF EVALUATION

In an effort to obtain a better understanding of the lives of the present and incoming participants, Reach Out and Read (ROAR) staff agreed upon the need for intake forms. The guiding question for this component of their investigation was: "What are the interests, goals, and strengths of the families which enroll in ROAR?" Subcomponents of this question were "What are the particular interests of the adults?" and "What interests and behaviors can be expected from the children?" Information collected was to be the first step in the development of an evaluation portfolio for each family.

The adult-only, child-only and adult-child components were the areas of investigation. A description of ROAR's program begins on page 128.

STRATEGIES/TASKS/PROCESS

A primary desire of the staff at ROAR was to create an evaluation form which was both participatory and non-intrusive. According to Dale Lipshultz, Executive Director,

> *ROAR's staff and volunteers [wanted] intake questions that provided information about adult students' positive relationships with their children, the young children attending the nursery, the family's strengths, and the adult's important life experiences. This form [would] contrast with instruments that ask adult education students basic and frequently embarrassing questions about their prior school experiences. ROAR's staff and volunteers also wanted the intake process to provide the adult students with an opportunity to ask questions about all the components of ROAR's family literacy program.*

ROAR staff and volunteers examined several examples of intake forms. After review and discussion, appropriate questions were selected from these forms. The ROAR team also brainstormed and agreed upon a variety of other interesting questions to be asked. From this list of questions, the ROAR team generated a "Child Information Form" and a "Parent Information Form" (Appendix 8).

The Parent Information Form was piloted with all nine adult participants of ROAR. This group included students who had been with the program from several weeks up

to two years. The questionnaire was administered orally by Lipshultz who also recorded the responses. Administration took place at the ROAR site.

These questionnaires will be administered to all new families entering the program.

Data Collected/Analysis

An analysis of the pilot group responses was done by Lipshultz.

> *The information generated by the intake forms piloted during the evaluation project provided ROAR with a deeper understanding of the adult students' lives, their personal goals, their hopes and dreams for their children, and the importance of ROAR in their lives. The interviews yielded several especially interesting pieces of information.*
>
> *While all of the students said that they came to ROAR to improve their literacy skills, four of those interviewed said that their primary reason for continuing their education was to help their children. One student said that she wanted to be able to 'bring her children up right.' Another student stated that when she first came to ROAR her son told her '...if you don't learn, I won't learn.' This kind of firsthand information confirms the importance of helping adults improve their literacy skills and how the parent's improved literacy skills are a step toward helping children succeed and stay in school.*

Several other insights resulted from analysis of the responses.[12] Most importantly, Lipshultz found that "this group sees themselves as important teachers in all aspects of their children's lives."

Dissemination of Findings

Intake information is the exclusive property of the staff, volunteers, and participants of ROAR. Information from intake is discussed in staff meetings and between staff, volunteers, and participants. As noted earlier, the intake forms are also the first piece of each family's ROAR portfolio.

Information regarding the process and findings has been shared in workshops and at the policy meetings.

Resulting Program Changes

An important aspect of the adult intake form is gathering information on students' lives beyond ROAR. Not only does this information influence curriculum development, but it helps ROAR students make a meaningful connection between reading and writing and their own interests. According to their report, ROAR staff has and will continue to use information on student interest in their weekly Parent Discussion Groups. At one such session, students shared their collections.

> *The students [are] asked if they collect things. The rationale for including this question on the [intake] form was the result of an especially successful series of discussions in the weekly Parent Discussion Group...This series of discussions marked a turning point in the Parent Discussion Group. The topic helped the students find and establish a connection between something that was meaningful in their own lives and reading and writing. In*

12 A complete copy of the ROAR report is available from the ILRDC. Contact the office for ordering information.

the future, intake questions of this nature will help ROAR's staff understand and appreciate the interests of new students as they enter the program.

Service Documentation — Bright Futures

PURPOSE OF EVALUATION

In an effort to clarify the services which were available to families in the school district, the staff of Bright Futures chose to work on program documentation as one aspect of their evaluation project. Their guiding question was "What services are available to the families of children enrolled at Bright Futures?" An underlying concern of the Bright Futures Principal, Maury Lyon, was to provide the preschool teachers with information about such services. As a first point of contact, it was hoped that informed teachers could encourage adult parents to pursue the educational and support services offered in the Bright Futures district.

The evaluation activity was aimed at the adult, child, and family support components of their program. A description of Bright Futures can be found on page 75.

STRATEGIES/TASKS/PROCESS

Two strategies were decided upon to collect and disseminate information about services offered through Bright Futures and cooperating programs. The first was a facilitated meeting of representatives of agencies throughout the community. These representatives were brought together for a working breakfast. Fourteen (14) agencies were represented by 22 different staff members. The meeting was facilitated by a consultant to the Bright Futures project. Attendees discussed the concept of family literacy and what services their agency could bring to the collective vision.

As a second step in the process, the Bright Futures team devised a one-page information sheet to be shared with teachers. This information sheet detailed the adult education services offered in the building. It was hoped that teachers could use this document to encourage adult participation in the continuing education classes offered.

DATA COLLECTED/ANALYSIS

The working breakfast meeting resulted in a communally devised definition of family literacy. (Appendix 2) A list of services available through the agencies was also generated (Appendix 2).

DISSEMINATION OF FINDINGS

This material was shared with all the participants of the meeting. Information about the process was shared with other providers at meetings and workshops.

RESULTING PROGRAM CHANGES

The meeting facilitated communication among the various programs working in the Bright Futures community. It is anticipated that such a meeting will now be conducted annually.

A one-page flyer was produced and distributed to teachers. Bright Futures staff hopes that the concrete sharing of this information will assist teachers to become educational **advocates for the adults as well as the children** they are in contact with.

Statistical Compilation — Ready for Reading

Purpose of Evaluation

Staff of RfR were interested in documenting the number of referrals which they made to cooperating programs. They also wanted to keep more accurate records of the number of parents attending RfR sessions to determine which sites and sessions had the most attendees. The guiding question for this component of their evaluation was "How many parents were referred?" and "How many and what sessions did parents attend at each site?"

The adult component was the focus of this evaluation strategy.

Strategies/Tasks/Process

A written referral form (Appendix 7) was devised to track results of referrals. Whenever a family literacy trainer made a referral to the community college or another program, a referral slip was sent to that program. The referral slip included name, address and telephone information on the person referred. RfR staff kept a copy of the referral slip for counting and follow-up purposes.

In addition, RfR family literacy trainers were asked to document the number of parents attending each session conducted. This was done through a "sign-in" record. The attendees at each session were then counted. At staff meetings the counts were discussed and informal observations about the causes of low and high turnout were made.

Data Collected/Analysis

Although exact numbers are not available, site staff reported:

> *The statistical compilation showed the results of an emerging awareness among the new staff members. The Franklin County teachers had much higher percentages of referrals and recruitment of parents into literacy training and GED/basic skills classes. [This was probably due to the fact that] the other two staff members just began with the program in mid-year...Also, the Ready for Reading teachers saw a higher attendance rate when classroom teachers were more involved.*

Dissemination of Findings

Analysis of the information occurred during staff discussions. Findings were shared informally with the staff at each cooperating program. Information was also shared with policymakers and other providers at the policy meetings.

Resulting Program Changes

The staff concluded that high attendance was related to a trusting relationship between RfR trainers and the adult participants. Therefore, the staff resolved: "In order to have a high attendance rate at the parent sessions, home visits will be utilized not only as a recruitment tool, but also to ensure that new parents become better acquainted with the Ready for Reading teacher."

Intake — The Literacy Connection

Purpose of Evaluation

In an effort to assist participants in becoming committed to and gaining the most from the family group workshop experience, Literacy Connection staff chose to focus on the intake process. The guiding question for this component of their investigation was "What are the needs, interests and goals of the families which enroll at the Literacy Connection?" Completed intake forms were to be the first entry into the family portfolio.

This investigation covered the adult and adult-as-teachers components of their program. A portrait of the Literacy Connection program begins on page 95.

Strategies/Tasks/Process

Literacy Connection staff expressed an ongoing interest to design a "user-friendly" intake form (Appendix 5) which engaged the family directly in the process. Because

Table 4
Summary of Level 2: Program Documentation Evaluation by Program

Program	Purpose/Guiding Questions & Subquestions	Audiences	Strategies/ Tasks	Data Collected/ Analysis	Dissemination	Program Planning
ROAR	To obtain a better understanding of the lives of present and incoming program participants • Who are we serving?	Staff Participants Funders	Adapt/develop/ revise adult & child intake forms Interview participants	Qualitative data Synthesis/content analysis of intake information	Part of student portfolio Staff/Tutors Funders	Guides curriculum development Provides material for Parent Discussion Group
Bright Futures	To determine services available to families in the Bright Futures community • What services are available to families enrolled at Bright Futures?	Staff Cooperating program staff Participants	Conduct information sharing meeting Prepare list of services available	Documentation of service availability	Staff Cooperative agencies staff Through teachers to participants	The information sheet assists teachers to become education advocates for adults as well as children
RfR	To determine the number of participants of RfR programs and the number of referrals made by RfR staff • How many participants attended each session and how many were referred? ◦ How many sessions did parents attend?	Staff Funders	Document session attendence Document and track referrals	Quantitative data Number attending each session Number of referrals made	Staff	Staff will increase emphasis on the use of home visits as a recruitment tool
Literacy Connection	To determine the needs, interests, and goals of families enrolled • What are the needs, interests, and goals of families which enroll at the Literacy Connection?	Staff Participants Future "educators"	Adapt/develop/ revise family intake forms Interview participants	Qualitative data Analysis of individual records	Staff/Tutors	Increased effectiveness of volunteers by providing more information on individual students

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the goal of the Literacy Connection staff was to use the intake information to make the curriculum relevant to those entering the program, they emphasized questions of family history, especially educational experiences. The forms were a natural outgrowth of basic information gathered about each family by staff and volunteers at the Literacy Connection. According to Hugh Muldoon, Director, "The forms are original formulations of a basic information gathering nature which expanded as its usefulness for learners and volunteers became more apparent."

The intake form is administered orally to all participating family members. Oral and written responses are included on the form. Administration takes place at the family learning center.

Data Collected/Analysis

Data was collected on each family and was examined in staff meetings and in student-tutor sessions. Muldoon wrote: "There is a wealth of self-reported material on goals, family educational history, and accomplishment—all of which, by consent, is available to subsequent teachers and tutors....The availability of previous learning materials for subsequent instructional purposes is of clear value."

Dissemination of Findings

Information from intake is discussed among staff and between students and tutors. Information is also shared with new teachers as students move from one learning situation to the next.

Findings were shared in workshops and at the ILRDC family literacy policy meetings.

Resulting Program Changes

Literacy Connection staff will continue to use the intake process. They found the information collected "increased the effectiveness of volunteer helpers by increasing available information on the learners."

Level Three — Program Clarification Tier

This stage is more commonly recognized as formative or process evaluation. Data is collected from staff and participants. The guiding question during this phase is "How can we do a better job of serving our participants?" (Jacobs, 1988, p.57). The level of satisfaction of the program participants, as well as their assessment of how the program might better meet their needs, should be the primary data collected during this phase.

Process Evaluation — Reach Out and Read

Purpose of Evaluation

ROAR staff was determined to develop a participatory family literacy program. To do so, they felt it was critical to answer the guiding question: "How can we do a better job of serving ROAR participants?"

Improving the adult component was of primary interest.

STRATEGIES/TASKS/PROCESS

For ROAR staff, the most meaningful way to determine how the program might better meet student needs was through conversations held during the Parent Discussion Groups. To aid ROAR staff in examining student perceptions of the program, field notes and minutes are recorded by the executive director at each weekly Parent Discussion Group.

> *Extensive field notes are recorded at each session, noting the students attending the session, the proposed topic, and the discussion itself, in as many of the students' own words as can be recorded. These extensive handwritten fieldnotes are condensed into typed minutes and given to the students and staff the following week.*

DATA COLLECTED/ANALYSIS

A content analysis of the field notes was done by the executive director. Minutes of the Parent Discussion Groups were examined for emergent themes, particularly those which reflected participants' family life, personal growth, or ability to make change. Lipshultz summarized her findings as follows.

> *The most significant finding to emerge for the Parent Discussion Group minutes from January through July 1991 is the importance of spoken and written stories in the lives of adult students. An analysis of the Parent Discussion Group minutes indicated that the students' stories were most frequently related to their important childhood relationships and experiences, their positive and negative school experiences, their plans for the future when they are competent readers and writers, and their hopes and dreams for their children.*
>
> *The minutes indicate that the students frequently repeated their stories, especially when a visitor was observing the program. For example, one member of the group repeatedly told how he couldn't even write "it" when he came to the program. He credits his wife and his tutor with his success. Another student spoke several times about the help she received from her sixth grade teacher. According to this student, her teacher understood how difficult it was for her to read and write and was helpful, supportive, and encouraging. This positive experience contrasted to the rest of her schooling and marked the high point of her education.*
>
> *The students also talked about what they would do when they could "really" read and write. One student talked about his plans to write his whole life story. He told the group that he was waiting until he could write just like he spoke.* ***This comment indicates the importance of helping the students develop their own voice in writing.***

DISSEMINATION OF FINDINGS

The field notes from each session are condensed into minutes and shared with staff and students at the next group meeting. Consultations about the Parent Discussion Group also occur during staff meetings and among staff and students.

Details about the process were shared with other providers and policymakers at the state policy meetings.

Resulting Program Changes

The importance of shared stories and experiences seen through the Parent Discussion Groups gave rise to several new program activities. One such activity is described by Lipshultz:

> *In June 1991,* ROAR WORDS[13]*, a book of the adults' writings and the children's drawings, was printed.* ROAR WORDS *is a product of the Parent Discussion Group sessions. Currently, several parents are writing and illustrating stories for and about their children. These stories will become part of* ROAR*'s library.*

Writing activities and the Parent Discussion Groups both provide an opportunity for staff and volunteers to "understand the students' personal and educational needs and concerns and design meaningful family literacy programming to meet these immediate and long term literacy goals and objectives." Thus, ROAR continuously observes and responds to what participants indicate is most helpful to them. Not only does this information provide 'clues' to what individual learners feel the program can do for them, it also gives an aggregate view of student satisfaction and areas for program improvement. Most significantly, interests, needs, and ideas presented in the Parent Discussion Groups are responded to immediately. This gives the participants ownership over program design.

Process Evaluation — Bright Futures

Purpose of Evaluation

Staff at Bright Futures was concerned about the relatively limited involvement in the adult education classes which are provided to parents at the preschool site. Staff felt that the classes were structured both to be supportive and convenient. However, the low turnout indicated to them that there was a need to determine what program staff could do "to support adults in an effort to move toward further adult education."

The guiding question for this evaluation activity was "How can we better serve the families at Bright Futures?" A primary subcomponent of this question was "What can Bright Futures do to assist the 'undereducated' parents of the preschoolers to pursue adult education?"

The adult component was the focus of this activity.

Strategies/Tasks/Process

Because Bright Futures is primarily a prekindergarten project, involved in family literacy as part of the variety of services they offer, staff wanted to design an evaluation tool to assess the *entire* program, including but not limited to, the adult education offerings. Thus, they designed a questionnaire (Appendix 2) to be used with the parents of Bright Futures preschoolers. The questionnaire was drafted by Bright Futures staff and administered orally to three groups of parents: a representative selection of parents (n=13), parents who were the target of the adult education classes (n=8), and parents currently enrolled in the adult education program (n=3).

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13 Available for $3.50 by writing to ROAR, 5500 S. Woodlawn Avenue, Chicago, IL 60637.

A total of 24 parents (or families) were targeted. Twenty-one (21) completed the questionnaire, which was administered at a mutually agreed upon site, either at the home or in the school.

Data Collected/Analysis

The questionnaire revealed that there were several activities in which parents had "no interest": Saturday workshops and the Family Relation Classes. According to the staff report[14]:

> *Only one family out of 21 had attended a Saturday workshop. Weekends are very busy for most families...One mother told me she would attend, but babysitting was not offered.*
>
> *Over 1/3 of the parents interviewed did not like the Family Relation Classes. Parents seemed to enjoy the opportunity to discuss issues with other parents; so they felt that everyone should be encouraged to participate - not just a few. Other parents said that they were not interested in basic childcare information. They wanted concrete answers/suggestions to problems brought forward.*

Among the suggestions parents made for improving the program were:

- dads should be encouraged to participate more frequently
- eliminate scheduling conflicts with other school events
- add more structure to the curriculum. Suggested activities included: learning the alphabet, numbers, name writing, etc.

Parents without a high school diploma or equivalent (n=8) were asked what problems had kept them from attending the GED class offered onsite. The answers were very diverse. According to the staff report, parents indicated the following barriers:

- a diploma is not needed to get a job
- health reasons such as pregnancy prevented attendance
- did not get enough encouragement; needed to be pushed to attend
- not enough time for everything

Generally, parents were pleased with the services being offered to their children. When asked if they would recommend the program to a friends, "All but one parent said 'yes.'...Many had already done so."

Dissemination of Findings

Findings were shared among staff members of Bright Futures. Information about the process was shared at the state policy meetings.

Resulting Program Changes

Based on the findings, Maury Lyon, Principal, made the following recommendations for program improvement; specifically improvement of the adult education component.

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14 The complete report of Bright Futures evaluation is available from the ILRDC. Contact the office for ordering information.

Review regularly the adult education offering in the family literacy component of the program and in the community. Provide the information to all staff members so they can support parental efforts.

Find resources to support the use of a staff member to work with parents at the beginning of the school year to get the adult learner process begun. In the past we have expected the teachers to inform the parents and to assist in any way. It appears that greater time and effort is required than the teachers have available.

At the screening of the preschoolers, be sure that the intake form section which asks about parental education is fully completed. A thorough review of all the currently enrolled children found numerous forms that were not fully completed. It may be that the form is too complicated and parents who are not print-comfortable avoid some of the sections. Our intake person at the screening for the preschool will have to be sensitive and complete the forms with people when information has not been supplied.

Process Evaluation — Other Sites

Several other programs (Ready for Reading, CHOICES, the Literacy Connection) collected anecdotal comments from participants to gauge participant satisfaction. At these sites, this data collection was not a separate process, but part of a Level Four evaluation activity. (see Appendices 3,5,7) The anecdotal information collected provided general feedback on the program and its importance in participants' lives. For the most part, this information was not formally analyzed or documented. Nevertheless, it often had an impact on service delivery. For example, the Literacy Connection

Table 5
Summary of Level 3: Process/Formative Evaluation by Program

Program	Purpose/Guiding Question & Subquestion	Audiences	Strategies/ Tasks	Data Collected/ Analysis	Dissemination	Program Planning
ROAR	To improve services to students • How can we do a better job serving ROAR participants?	Staff Participants Other providers	Document parent discussion groups	Qualitative data Content analysis of minutes	Parent Discussion Groups Staff meetings	Enhancement of reading/ writing activities
Bright Futures	To improve Bright Futures services; especially use of adult education services • How might Bright Futures better serve the needs of families; including provision of adult education services? ◦ What would assist the parents of the pre-schoolers to pursue adult education?	Staff Participants	Survey participants	Qualitative and quantitative data Aggregation of interview responses	Staff	Recommendations: •Provide handout describing adult education services to all teachers •Assign one person to act as educational ombudsman for adults •Fully complete intake forms

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had recently instituted a new curriculum. After the end of each unit, participants were asked to write down what they liked about the program. According to Hugh Muldoon, Program Director, "The instruments revealed important subjective indications of the program's impact, such as participant appreciation for even the opportunity to write down the self-improvement concerns they have been thinking about for a number of years, ...and their sense that the sessions **were very applicable** to their families." It was concluded that this curriculum was a good resource and its use should be continued.

Level Four — Progress Toward Objective Tier

At this stage, short-term program effectiveness objectives are specified and reviewed to see whether they have been achieved. The guiding questions are: "Are the participants making progress?" and "Is the program making progress?" This level has often been misunderstood as requiring primarily quantitative measures of improvement such as standardized tests. Programs participating in this project were interested in reflecting student and program progress in a variety of ways—ways which included both quantitative and qualitative measures. For further discussion on alternative means of assessment/evaluation see pages 59–66, reflections on the process and recommendations for further investigation.

Progress Toward Objectives — CHOICES

PURPOSE OF EVALUATION

Because clients receive individualized services from CHOICES staff, a mechanism was needed to determine the unique goals of each client and family entering the shelter. The purpose of the evaluation was to create and assess the effectiveness of a goal-setting activity for shelter clients. The guiding question for this evaluation procedure was: "Are shelter clients setting and meeting their goals?" A subcomponent of this question was "After the client identified a goal, what steps did she take to work towards that goal?"

The evaluation targeted the adult component and the adult-as-teacher activities of CHOICES. See page 85 for a program description.

STRATEGIES/TASKS/PROCESS

Two data collection strategies were agreed upon. First, CHOICES staff created a goal setting instrument (Appendix 3).

> *Once we identified that this project would focus on the goal-setting aspect of the program, we brainstormed the different educational goals that pertain to the women and children at the shelter. We then broke each goal down into single steps. Many of these steps could be accomplished through the activities at the shelter. Some could be accomplished within a few days...Others could be accomplished within a few months or longer. The short term goals ensured that the women would be taking some positive steps in a specific direction.*

There were several criteria that the instrument had to meet. According to Gwen Koehler, Director:

> *It was extremely important for their (the clients') self-esteem to see some success and to see that they were taking some positive steps to get control of their lives. If they left the shelter, they still had (to have) an idea of what steps needed to be taken to accomplish their long-term goals.*

In summary, the instrument had to be non-threatening, interesting, useful and portable. Thus, it was designed as a colorful brochure which the client could keep.[15]

The instrument was administered individually to clients as they entered the shelter. Upon entry into the shelter, each client was given a folder which included the brochure and several flyers about educational and vocational opportunities in the community. Based on interest expressed by the clients and her available time, the Educational Services Coordinator arranged a time to meet with each new client. The process is described below:

> *At that time the coordinator worked with the client to help her articulate educational goals for herself and her children. As a result of this conversation, they would note the goals and steps to be taken on the client's copy of the "Where Do I Go from Here?" brochure. The coordinator also made similar notations on her version of the brochure.*

When the coordinator later met with clients, they would go over the goals accomplished and discuss further goals and steps to accomplish those. Due to the transient nature of the population, many clients were not seen again by the coordinator. In these cases, shelter staff followed up on the educational activities completed as the clients went through the out-take process.

Twenty (20) women completed goal setting activities and recorded task completion on the brochure.

As a second evaluation activity, plans were made to follow up on clients who had been referred to adult education programs. CHOICES staff created a referral form (Appendix 3) to determine how many women receiving referrals actually enrolled in the adult education program.

Data Collected/Analysis

Data collection revealed a high level of goal setting and accomplishment among participating shelter residents. A summary of the goals set and accomplished follows: (see also Appendix 3)

- 100% (n=20) obtained a (shelter) library card
  - 50% recorded use of the card
- 15 sought out information on adult education
  - 20% of those made appointments for further information
  - 1 went to an appointment during her stay at the shelter
- 11 enrolled in the "Read to Me" Program with their children
  - 64% of those completed the program
- 8 used the computer for instructional activities
- 7 used the computer with their children

15 The limitations of printing do not allow an accurate picture of this instrument. For a copy, please contact CHOICES, 200 S. Fredrick St., Rantoul, IL 61866. Copies will also be distributed with the CHOICES final report, available from the ILRDC.

In addition, there were:

- 4 referrals to Head Start and day care situations
- 2 clients who received preschool information for their children
- 5 children enrolled in school
- 5 clients who met with the coordinator to discuss job goals
- 6 clients who reviewed job ads
- 2 clients who contacted JTPA
- 4 who attended job interviews, and
- 3 who obtained a job.

Other goals set by clients included finding housing and transportation.[16]

According to the staff report, the results were promising.

> *These results indicated that the women did in fact take action towards pursuing their educational goals. Considering the short duration of their stay (one night - eight weeks), the limited time the coordinator could work with them (two hours per week), their highly stressful circumstances, and their survival needs, it is encouraging to see that certain things were accomplished. The women were able to focus on one specific goal at a time and were able to achieve that goal more often due to specific goal setting.*

The staff was also pleased that the instrument was universally accepted and the goal-setting activities seemed to be enjoyed by shelter residents. CHOICES staff found that the goal setting helped residents to focus on their futures, rather than the often confusing and overwhelming emotional state they were in upon entering the shelter. Even when residents did not record their progress, the coordinator found that the women used the brochure as a resource. When women became more comfortable at the shelter, they often approached the coordinator to "initiate conversation about some of the specific goals."

CHOICES was unable to collect data on follow-ups to referrals due to a confidentiality issue affecting shelter clients.

Dissemination of Findings

Findings have been shared with CHOICES staff and staff at the cooperating shelter. Information about the tools and process has been discussed in workshops and at the family literacy policy meetings.

Resulting Program Changes

First and foremost, this goal-setting tool will become a permanent part of the CHOICES program. Not only did it serve an evaluative purpose, but it also facilitated program delivery. According to Koehler:

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16 Prior to participation in this evaluation project, data collection on services provided was required for the funding agency supporting CHOICES. The information required was specific to the funding agency and did not necessarily correspond to those goals expressed by clients. This discrepancy precludes comparison of the two data sets.

The coordinator appreciated having this tool to convey the wide variety of information that pertained to the individual's situation. Prior to using this instrument, women often forgot about some of the specific programs when the coordinator explained them verbally. The initial interview with the coordinator became much more productive.

This instrument will continue to be used with the CHOICES program. It will very likely be adapted for use with adults at other settings besides the shelter.

Already, CHOICES staff has begun work on a similar instrument designed to help parents evaluate how they approach book-sharing with their children. They hope that the positive results demonstrated by this process work to bring more funding into their program.

Progress Toward Objectives — Ready for Reading

Purpose of Evaluation

For this phase of their evaluation, RfR staff sought to answer the guiding questions: "Are parents reading more to their children, and/or using the library more after participating in the program?" Staff were also interested in comparing the findings at RfR's three different sites.

This evaluation activity focused on the adult-child component of the RfR program.

STRATEGIES/TASKS/PROCESS

Initial and follow-up forms (Appendix 7) which had previously been used with RfR workshops were adapted for use. The forms were revised to facilitate comparison of the pre- and post-questionnaires. Additionally, two new forms (Appendix 7) were devised to aid in the comparison process. The first form compiled information from each individual's pre- and post- questionnaire. The second form was used to aggregate that data by program site.

Pre-questionnaires were administered to individual participants attending the first session at each RfR site. Participants at each site who completed all sessions were administered the post-questionnaire. Staff then compared the pre- and post-questionnaires and recorded the results for each family. This information was then aggregated by site.

At Site 1, 95 participants completed the pre- and post-questionnaires. Site 2 had 121 completed sets and at Site 3, 54 participants finished both questionnaires. On-site administration of the questionnaires was done by the Family Literacy Trainer. Respondents were asked to read and fill out the form, then return it to the trainer.

DATA COLLECTED/ANALYSIS

Results from this data collection were mixed. At all three sites, 25% or more of the adults indicated that they read more to their children after the program. However a similar percentage at each site reported that they read less to their children after the program. The most significant gains were in the number of books parents purchased since the program and the number of books families had after participation in the program. Sixty-four (64) percent of Site 1 parents reported they had bought more books since participating in RfR. Ninety-seven (97) percent of Site 1 parents indicated they now had more books, and 63% were borrowing books from the library after the program. At Site 2, 55% of the parents had purchased books since the RfR program, 66% had more books, and 58% were borrowing books from the library. At Site 3, 63%

of the parents reported buying books since the program, 67% indicated they had more books, and 37% were borrowing books from the library.

The staff report made these observations:

> *On the average, 25-31% of adults were reading more [to their children] after the Ready for Reading Partnership Program. This reflects the fact that due to the part-time status of RfR teachers, only six hours of training were provided to [participating] parents. One fact that is shown on these statistics: over 60% of parents in each county bought books for their children [after the program]. An average of 60% of parents in the program had used the library at Sites 1 and 2, where the library is within walking distance for most parents. At Site 3, the percentage [of parents using the library after the program] was lower, but the location is not as accessible.*

Dissemination of Findings

Results have been shared and discussed in staff meetings and at the state policy meetings.

Resulting Program Changes

RfR staff continues to discuss this information and its potential impact on the program. Additional funding is being sought to expand the parent training. At the same time, RfR staff members are considering other ways to increase the intensity and duration of the parent training. In addition, RfR trainers are increasingly scheduling parent training sessions at sites which are easily accessible, such as community centers. In this rural community, transportation remains a major obstacle to service delivery.

Progress Toward Objectives — The Literacy Connection

Purpose of Evaluation

Literacy Connection staff are still in the development stage of the "Families Connecting for Learning" (FCL) program. Ongoing goal setting and completion is the primary focus of this program. As part of their evaluation project, Literacy Connection staff ventured to formalize the evaluation element of the FCL program. The guiding question was "Were families specifying and meeting their behavioral objectives?"

All components (adult, child, adult-child, family support services, and economic self-sufficiency) were targeted.

Strategies/Tasks/Process

A Family Goals and Objectives Form was drafted and a Program Completion Form was designed to help families reflect on their accomplishments. (Appendix 5) Sample documents were prepared for use in training staff and volunteers to assist families in goal setting and documentation.

To date, the instruments have not been piloted.[17]

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17 The process is documented in their final report, available from the ILRDC.

Level Five — Program Impact Tier

At this stage, the program is committed to an experimental or quasi-experimental approach to evaluate program effects and has the funding to carry out an extensive evaluation. The guiding question is "What are the long-term effects of program participation?" Treatments are clearly specified with intensive data collection involving multi-year efforts. Although this phase provides feedback to the program, there is usually an external report made. At this level, attempts are made to provide evidence of differential effectiveness and/or recommend program models for replication.

Due to the degree of intensity, time, and funding required to carry out evaluation at this level, it was not recommended for the six model sites. Although information provided from a Level 5 evaluation is clearly useful for program development, it is not necessary nor realistic to expect all programs to engage in such evaluations. **Instead, program providers and policymakers should be encouraged to view evaluation activities conducted at Levels 1-4 as legitimate, authentic indicators of program and student progress.**

Table 6
Summary of Level 4: Progress Toward Objectives by Program

Program	Purpose/Guiding Question & Subquestions	Audiences	Strategies/ Tasks	Data Collected/ Analaysis	Dissemination	Program Planning
Choices	To determine if shelter clients are setting and meeting educational goals • Are shelter clients setting and meeting their goals? ○ After a clients identified a goal, what steps did she take towards that goal?	Staff Participants Other providers	Develop goal-setting brochure Track referrals	Quantitative Goals set and achieved Tracking referrals impossible to complete due to confidentiality	Staff Cooperating agency staff Other providers	Continue using goal-setting activity, expand into other areas Use brochure to describe services available
RfR	To determine if parents were reading more to their children after participating in the program • Are parents reading more to their children after participating in the program? ○ Which sites demonstrated the "greatest progress"?	Staff	Revise pre and post questionnaires Administer questionnaires Prepare forms to compile data	Quantitative Comparison of pre and post questionnaires Compilation of results by site	Staff Cooperating staff	Schedule events in convenient, accessible sites Consider ways to intensify service delivery
Literacy Connection	To determine if families are setting and meeting their objectives • Are families specifying and meeting their behavioral objectives?	Staff/Tutors Participants	Complete family goals and objectives form Train staff/volunteers in "administration"	Not tested	Not tested	Not tested

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Level 5 evaluations have been carried out on several model family literacy programs (Vanfossen and Sticht, 1991, Darling and Hayes, 1989). One of the most comprehensive evaluations is presently being done with the federally funded Even Start programs. Readers are encouraged to examine these findings when they become available.

Discussion

The information collected at the model sites revealed some interesting issues for family literacy program development and evaluation. Since the format of the evaluation instruments differed among the projects, a generalized summative evaluation is difficult. However, the following synthesis of the data provides insight into some common issues for family literacy program design and evaluation.

Level 1

The needs assessment conducted by FLP-PSC suggests that there is a sizable "perception gap" between what program providers feel participants need in terms of education and what community members indicate they want and need from a family literacy program. Frustration was expressed by program staff looking for common ground. Providers documented a significant number of community members without a high school diploma or equivalent. At the same time, they found they were having difficulty reaching this large potential audience. Said one adult education teacher, "The statistics show that a majority of these adults don't have the education they need...The survey shows they are more interested in aerobic exercise. Why?"

This discrepancy was discussed within the context of several other programs. Even those programs not actively evaluating the needs of potential participants expressed frustration about the difficulty of recruitment. Often, this difficulty led back to the question "Are we providing what people want? If so, why aren't they here?" At Bright Futures, for example, program staff expressed concern that parents were not taking advantage of the educational opportunities the program offered them. Intake records revealed a substantial number of adult parents without a high school degree or equivalent, yet only a small proportion of that number attended GED classes. Bright Futures Level 3 evaluation activities were designed to shed light on why that difference existed. The answers were varied; from "You don't need a GED to get a job" to "No one pushed me to do it."

Interestingly, RfR found that community members expressed a desire to obtain a GED. Indeed, the majority (74%) of individuals surveyed without a high school diploma wanted to complete a GED. Perhaps even more surprisingly, 58% wanted to pursue a college degree. When asked why they hadn't pursued their educational goals, the majority cited child-care and transportation difficulties.

It should be noted that the questions asked by the surveyors at the two different sites had two distinct bents. The FLP-PSC survey asked adults "What activities would most help you help your child." At the RfR site, the question asked was, "In what areas are you interested in improving your skills?" Obviously, the first question implies a family-oriented motivation, the second, a personal one.

The two needs assessments suggest several concerns for family literacy program providers. First, it seems possible that potential participants do not perceive pursuing their own educational goals as directly relevant to improving their families' lives. Where community members were asked "What would help you help your child?" they were

more likely to cite parent support, vocational or recreational activities. On the other hand, when adult community members were asked what educational goals they had, they frequently answered high school equivalency and college. This suggests that for adult family members, their personal and family-oriented goals may be at odds.

What this indicates for program providers is that family literacy programs must have relevance to the lives of potential adult participants since their participation is critical. Relevance, obviously, is individually determined and contextually-based. Some individuals will be interested in learning to help their children with homework, others will be interested in using 'literacy' to get a job, still others might be interested in obtaining their GED in order to go on to college.[18] Individual goals should be supported and encouraged. Indeed, without this relevance, it is unlikely that participants will be easily recruited or retained.

In addition, the findings from RfR and FLP-PSC suggest that adult participants may have personal interests and goals which differ from their family-oriented interests and goals. Program activities should be designed to incorporate the various goals and interests of the family members. This underscores the necessity of integrating program activities across components such that they support and sustain each other. For example, the activities done by an adult in the adult component should have a relation to their personal goals and their family goals. Similarly, the adult-child activities should support and incorporate these goals and build on activities occurring within the adult component. Reflecting back to program changes observed between Time 1 and Time 2, it seems likely that such integration of goals may drive program development. Relating individual and family goals strengthens the relationship among the components, affirming both individual and family aspirations, and moving the family literacy program toward a holistic model.

The Gavin school needs assessment also pointed up a divergence between how teachers think and feel parents should be involved in their child's education and how parents perceive they are and should be involved in their children education. At a meeting of staff and participants, one parent voiced her anger at a teacher who, in her words: "...treated me like I didn't know anything about how my child learns. I tried to help out in the classroom, but she made me feel unwelcome." One of the teachers rejoined: "Not all teachers are like that. We want parents to help, to be involved...but there have been some bad situations — where teachers have been physically and verbally threatened by parents." The discussion continued for some time. It was clear throughout the exchange that both the parent and teacher had the interests of the children in mind. It was the observation of several people attending that resentment has been building between parents and teachers in general and that this was a manifestation of a larger trend.

Several other of the model program providers expressed frustration that teachers and principals sometimes "stood in the way" of an effective family literacy program. In the

18 This concept is supported by the work of Lytle (1990); Taylor and Dorsey-Gaines (1989); Street (1984); and Heath (1983), among others. The concept of multiple literacies — literacy practices which "differ from group to group within a society as well as from society to society" (Lytle, p.8) — highlights the need for providers and students to share their *assumptions* about literacy. It may be that the 'perception gap' apparent from the FLP-PSC needs assessment can be distilled to different beliefs about literacy and what one needs to be literate.

words of one: "This school was a tough nut to crack. Some of the teachers still don't want us to encourage parent participation. These teachers want to be the 'experts' with 'their' children. What they don't seem to realize is that the parents are with their children much longer than they [the teachers] are. At the very least, if the parents don't know what the children are learning, they can't enforce it and the kids don't retain it."

Obviously, this teacher-parent or parent-school conflict is a significant issue for providers of family literacy services. Especially for those programs that operate in or work with the schools, building mutually respectful relationships between program staff, teachers, and parents is of primary importance. Family literacy programs have the opportunity to assist parents in negotiating the sometimes confusing and difficult role of being their child's education advocate. Program staff can facilitate this in a number of ways, not the least of which is improving communication between teachers and parents. Family literacy programs can and should encourage teachers to see the value of having parents who are well-informed about their child's education and who promote learning both inside and outside of the classroom. Similarly, family literacy programs can and should aid parents to see their own, as well as, the teacher's role as educator of the child.[19]

The FLP-PSC needs assessment also indicated that engaging men in family literacy programs is still a major challenge. The community questionnaire asked "Why do you think more women than men attend school programs?" and "What things do you think would encourage more men to come to school programs?" Although a formal analysis of the data was not completed, a preliminary inspection revealed that respondents (32/33 of whom were women) felt women were "more involved" with their children. Respondents also suggested implementing programs of "interest to men," such as sports and carpentry projects to bring them into the school. The coordinator of FLP-PSC, Paul Weaver, hopes to survey men in the community in the near future. It will be interesting to compare the results.

The needs assessment process was deemed a success by the coordinators at both sites. The providers found the community surveys to be particularly enlightening. The providers and ILRDC staff were encouraged by high levels of participation in the door-to-door surveys in these very different communities. It seems that in both rural and urban areas, people were willing to discuss their interests and needs.

In Chicago Heights, at least part of the survey success was due to using a community member as part of the survey team. According to the consultant in charge of the survey: "I don't think we could have done it without her. She took me into neighborhoods where alone, I might have gotten a much different reception. With her asking the questions, people were willing to talk..."

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19 An interesting ancillary observation made in the state was that parents and teachers often had positive relationships when the children were in preschool. When the children went on to elementary and secondary education, however, parents had less access to the classroom and greater difficulty advocating on their child's behalf. Parent participation dropped off significantly, and distrust of, or indifference towards their child's education was more frequently noted. This may be at least partially accounted for by the Illinois Pre-School Initiative. This well-funded state initiative has a primary goal of boosting parental involvement at the preschool level. No such funding or support exists at the elementary or secondary levels.

At RfR and FLP-PSC, the needs assessment was also an opportunity for reflection on the program. In both cases, the sites had flourishing family literacy programs; their needs assessment was focused on a new concept or new population. Even so, the evaluation process provided the staff members with an incentive to examine the present program as well as make plans for the future. Thus, the process not only positioned them to move forward with new aspects of their programs, but to improve services already provided.

Finally, it was interesting to observe that at both sites, the needs assessment process was also used as a recruitment and public awareness tool. Each home visited received information about adult education/literacy and family literacy classes and sessions. Reflecting back on the increased use of home visits for recruitment, this may point to another logical link between program development and evaluation. A first contact which asks potential participants what they would like the program to do for them may increase their ownership over, and thus their participation in, a family literacy program.

Level 2

The Level 2 investigations conducted by ROAR, Bright Futures, and RfR strengthen the notion that participant and program knowledge is the foundation of effective family literacy programs. It is critical that program staff have a thorough understanding not only of the services being provided, but the services which could be provided. Most importantly, staff must have a well-developed picture of who the students "are" as individuals and as family members.

The Level 2 data analysis revealed that programmatic isolation was perceived as a major problem for networking programs. A re-occurring theme heard throughout the study period, from the model sites and others, was "How do we integrate the many services which we offer?" Even when all components of a family literacy program were housed under one roof, the services were not always coordinated. In some situations, such as at Bright Futures, staff members working in different components were unsure what other services were offered. At another site, one of the GED teachers had never met any of the preschool teachers. Although the GED teacher knew he was part of the family literacy program, he had no contact with and very little knowledge of the preschool program.

Again, this underscores the need to integrate program components rather than treating them as distinct and unrelated. A shared vision of what family literacy is and how the educational goals of all family members relate to one another can alleviate isolation among the network of providers. This in turn will likely improve service delivery to participants.

Bright Futures staff suggested that one way to improve service delivery is to provide each family with an ombudsman—someone knowledgeable in the services offered, familiar with the family, and willing to give encouragement and support. As in a case-management approach, this person would be responsible for helping the families, together and as individuals, to tailor the services to their needs. ROAR staff made a parallel conclusion. They found that getting to know students indepth, including their interests, hobbies, and hopes and dreams for the future improved the program's ability to provide individualized, relevant services.

It is clear that intake is an important step in the service delivery process. Providers expressed an interest in finding tools and procedures which "told them something useful about the families in the program." Several providers found standard intake

procedures to be demeaning and to reflect a deficit model of family education. Not only that, but standard demographic data was not generally found to be useful in curriculum development or individualized instruction. Rather, providers expressed an interest in determining "individual family needs, learning strengths, and immediate goals ...in order to assist family progress and facilitate productive interaction in the process." The more information volunteers and teachers have about students and their interests, the more likely it is that students and teachers together can design an effective learning plan. In this way the intake tool becomes the first step in a cooperative learning environment.

The Level 2 processes were successful in clarifying services available and in providing important information about students. At several sites, even those not actively engaged in Level 2 activities, the process of focusing on a common evaluation goal helped to alleviate programmatic isolation. The sharing of the needs assessment data at FLP-PSC led to a discussion of services comparable to that which took place at the Bright Futures breakfast meeting. These discussions, which brought together staff working in the different components, advanced program development by propelling integration.

ROAR found that the information they gathered was useful in educating staff members about the students. According to Lipshultz:

> *The next question asked the adults how their children helped them. While most of the parents said that their children helped them with small tasks around the house, one mother responded that if it weren't for her kids, she would be on the street. Although this powerful response does not directly affect program development, it does help ROAR's staff and volunteers appreciate the strength and determination of the adult students enrolled in the program.*

Level 3

The informal collection of anecdotal records for Level 3 evaluation demonstrated that the satisfaction of family literacy program participants was generally high. At all six sites, providers described families who had raved about how the program had changed their lives.

ROAR was able to determine themes and patterns of interest among program participants in a unique way. ROAR's Level 3 evaluation answered the question "How can we better serve our participants?" An important answer emerged from their data gathering. Through a content analysis of participant discussions, ROAR staff determined that participants are more likely to engage in learning activities when they are relevant to their *individual family* lives. ROAR's findings emphasized the importance of written and spoken language in the families' lives. Program staff built on this by transcribing spoken stories and preparing them as family books. In this way, ROAR staff supported and facilitated the learners' understanding of the importance of reading and writing to their families and to themselves.

Staff at Bright Futures found that adults wanted some impetus, some push to engage in the adult component. It seems logical that this impetus must relate to personal or family goals.

The Level 3 evaluation process was able to generate suggestions for program improvement. At this evaluation level, it is important not just to ask participants what will make the program better, but to act on those suggestions.

Level 4

Data collected about participant progress suggests that small increments of change can be demonstrated for participants in family literacy programs. The goal-setting activity conducted at CHOICES indicates that progress is tied to individual goals and that this progress can be measured by completion of sub-tasks of those goals. The success of the "Where Do I Go from Here?" brochure indicates that participants enter the program with a variety of different individual goals. When those goals are broken down into clear objectives, participants are able to focus on small steps toward that goal, no matter which goal they chose to pursue.

At RfR, they found a small increase in the number of adults reading with their children more after the program. They found a much higher percentage increasing their use of the library. This data also supports the notion that change takes place incrementally. Nevertheless, this change should not be discounted.

These Level 4 findings support the notion that becoming literate is a process; not a discrete event. It is not just gaining a set of skills, but making meaningful personal change. This implies that providers should concentrate on supporting families as they choose their individual paths toward the ultimate goals which they set. In much the way CHOICES did, providers should offer a variety of opportunities for families to demonstrate change. This will require broadening the notion of what counts as a legitimate effort to meet the goal of literacy.[20]

Not only that, but the ongoing steps of the process should be applauded. CHOICES staff found that the goal-setting activity was a reward in itself. By helping clients set and see progress toward their larger goals, CHOICES staff found the activity "worked well to build self-esteem and improve motivation." For family literacy program providers, this indicates that participants will benefit from monitoring their own progress. Appreciation of this progress should be demonstrated by providers.

The importance of individual, personal, and family growth and change supports the concept that participants should be encouraged to examine what *they already bring* to a family literacy program. This is not just a reorientation away from a deficit model, but literally, a new standard which stresses the importance of 'success' as a motivating force to continue forward.

Data collected at level 4 also indicates that program impact may be moderated and influenced by administrative factors such as staffing and funding. The mixed results of RfR's reading evaluation raised concern among RfR staff about their ability to effect change by means of such limited 'intervention' (six hours of parent training). At

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20 A parallel can be drawn between this notion of incremental steps toward becoming literate and recent thinking about how welfare recipients move toward economic self-sufficiency. Herr and Halpern (1991) argue that:

> *If leaving welfare is understood as a process, welfare-to-work programs should begin to focus more on the intermediate steps along the way, recognizing small gains, shaping them into gradual progression, providing ongoing support for the transitions from step to step.* (p.3)

Not only that, but Herr and Halpern (1991) argue that the path to self-sufficiency is not always linear. Participants will follow individual paths. Some of these paths may take a participant "backward" as often as "forward" and some may have periods of no movement at all.

CHOICES, "the biggest problem continues to be not having a coordinator on site on a daily basis." While the point of these evaluation activities was not to compare different durations of intervention, the data analysis suggests that further research should be done on program intensity.[21]

The Level 4 processes were moderately successful in demonstrating participant and program progress. Clearly, much work needs to be done at this level. While it was beyond the capacity of this project to fully investigate, Level 4 activities are where the "rubber meets the road." Although the ILRDC supported a portfolio approach to documenting learner progress, most programs were only able to begin this process. When information was collected, there was not sufficient opportunity to examine and reflect on it, either by students, teachers, or program coordinators. This is part and parcel of the short investigation period as well as the newness of this methodology. The concept of the portfolio as a "place" to keep and store a variety of student's works was implemented at several sites. However, the concept of the portfolio as a means to document learner progress was slower to develop.

In addition, means of assessing student progress other than by way of standardized tests was of great interest to providers at all sites. The CHOICES, "Where Do I Go from Here?" brochure and the RfR pre- and post- questionnaire are two examples of alternative assessment methods. Additional evaluation activities which could be implemented include skills inventories, anecdotal records, case studies, and surveys, among others.

Conclusion

According to all of the program providers involved in this project, the evaluation systems which were developed are, and will remain, an integral part of each program. That all providers have incorporated these techniques into their service delivery reflects well on the technical assistance process and the framework. Part of the project success must be linked to the dialogical nature of the process. Sites were able to develop tools unique to their sites, goals, and interests. Those were reflected on, examined and discussed among the ILRDC staff, the evaluation consultant, and the providers. Thus, the tools and instruments could be refined and fine-tuned throughout the entire process. Part of the project's success must also be due to the usefulness of the framework as a tool. The framework provides an effective, integrated system — one which contextualizes evaluation in program development.

This evaluation project demonstrates that all types of programs, even small community-based ones, can implement evaluation activities. This is not to say that all programs can or should engage in evaluation at all levels and in all components. **Without stable funding and staff it is unreasonable to expect providers to squander their limited resources on extensive evaluation activities. Rather, programs should implement evaluation strategies which are or will be useful to program development and which assist students in their educational quests.**

In summary, this phase of the ILRDC project suggests the following for program evaluation.

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21 Various adult education researchers such as D'Amica-Samuels (1991) have demonstrated a direct correlation between contact hours and student progress.

1. Evaluation is more meaningful when it is integrated with and used to support program development.
2. Criteria for assessing student progress should include small, incremental steps.
3. Evaluation should be for the program, not just outside evaluators. It is unreasonable to expect programs to conduct extensive evaluation activities which have meaning only to funding agencies.
4. All types of programs can conduct meaningful, informative evaluation activities.
5. Provision of technical assistance is important to help programs focus their evaluation and make informed choices about what goals are possible and reasonable to achieve.
6. Alternative assessments which are linked directly to program goals and structure should be systematically investigated. Preliminary findings suggest that the contextual nature of these assessments reflects the complexity of literacy and may more accurately document learner progress.
7. Portfolios are a promising alternative assessment tool which should receive further attention.

This brings the whole process full circle and presses the issue of what is reasonable to expect from local providers in terms of evaluation. While all this information could be utilized to create a comprehensive evaluation system, it is not always possible to do so. As was described in the first part of this report, local family literacy problems face a host of difficulties—from staff turnover to problems with student recruitment. Clearly, without funding, stable staff, time, and training, programs **can not** and **should not** be required to implement extensive evaluation activities. This is not to say that programs shouldn't engage in evaluation which is reasonable in scope and developmental in nature. Obviously, programs should be encouraged to do so. They should also be provided with the resources needed for such activities. Program coordinators should build their evaluation systems in a fashion similar to the way they build programs. Aspects of evaluation can be added as staff, time, and funding allows. As those processes are put in place, they should become permanent aspects of the program. Trying to "do it all" can be an overwhelming and disheartening task. On the other hand, incorporating reasonable evaluation activities into ongoing program development ensures that the program is reponsive to learners and can demonstrate that to funders, policymakers, and other providers.

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Appendix 1

Family Literacy Site Visit Program Coordinator Questionnaire

Name of Program _____
Contact Person(s) _____
Address _____
_____
Phone _____
Date _____
Recorder's name _____

I. STRUCTURE

How long has the program existed? [what is the level of intensity/development]

How many families have been served?

How many adults?

How many children?

What is the age range of the children?

What is the skill range of the adults?

What is the demographic breakdown of the families you serve? (e.g., *aggregate:* number of males and females, race/ethnicity, age range and family relationships [grandparent, uncle, etc.] of participating adults, family income level [low, moderate, high], employment status of participating adults)

What criteria (if any) must be met to participate?

From where are students referred?

What other recruitment methods do you use?

What is your retention rate?

Do you assess the child at intake? how?

Do you assess the parent at intake? how?

Where is the program held?

How long does it last?

What is your staff structure (teachers, volunteers)?

What is your budget? (e.g., cost of teachers, training materials, etc.)

II. DESIGN & IMPLEMENTATION

1. Describe your overall organization.
2. What motivated you to begin providing family literacy services?
3. Describe the goals and philosophy of your model project.

4. Describe a "typical" day for a parent and a child participating in the program. (e.g., specific program components)
5. Describe the curriculum materials you developed and use in your program. [note: collect materials if possible]
6. Describe the ongoing process you have gone through to develop and improve your family literacy program. (e.g., how did you begin, what mistakes did you make, how have you improved your program, etc.)
7. What evaluation tools do you use to measure the effectiveness of your program? [collect evaluation tools]
8. Have you collected any data that demonstrate a transferability of learned skills at school to the home, community or work? Describe.
9. Do you provide child care? If so, with what funding?
10. Do you offer other support services? If so, describe services and source(s) of funding.
11. Do you have a male/child component? (e.g., targeted recruitment of men and their children, "male-oriented" curriculum, etc.)
12. Do you have an economic self-sufficiency component?
13. Describe a "success" story or brag about the effectiveness of your program in general.
14. If you were "mentoring" another program coordinator who was designing a family literacy project, how would you describe the ideal program to him/her (what components would you include, what pitfalls would you warn him/her to avoid?)
15. What would you need to make your own program the "perfect" family literacy project?
16. Do you have additional anecdotes or ideas to share?

Appendix 2

Bright Futures

"Don't bore kids, work with parents, treat the kids and parents fairly, demonstrate excellent practices, work with the total family, and take away excuses about schooling," are the guiding principles of Bright Futures, according to Maury Lyon, principal at Stone School's Bright Futures Family Literacy Program.

Bright Futures was born on February 14, 1986. Today, the family literacy program is providing literacy enrichment services to its sixth group of children between the ages of 3 and 4. The early childhood special education program, another part of the overall program, has been housed at the at-risk program for five years. The two programs are beginning to integrate their efforts.

During 1990-1991, Bright Futures delivered services to six sections of four-year-old children, and to three-year-old children at three sites in the public housing district. The four-year-old children attend classes four times a week for half days while the three year old children attend classes three times a week for half days.

The activities of the prekindergarten enrichment classes are based on the High Scope curriculum. Many of the activities include the teacher choosing a book to read to the children. The book and resulting activities are tied to an overall theme chosen by the teacher. Many of the books are modeled upon the "Little Books" developed by Janna Mason at the Center for the Study of Reading. After the book is read, it is sent home with the child. The theme is carried out through additional activities or key experiences chosen by the children and teachers. For example, when the book *The Three Bears* was read, the teacher planned "key experiences" (activities) in sorting and classification using different colored toy bears. Activities are also integrated in science, math, and language. Teachers, children and parents also take field trips that relate to the theme or unit. The teachers encourage active and child-initiated learning. Teachers also conduct activities based on a principle from the High Scope curriculum: the plan, work, and recall sequence.

Another component of Bright Futures includes home visits: the teacher visits the parent and child at home to demonstrate a lesson and leave a toy or homemade activity with the family. Sometimes the teacher will take the family to the library or to a location in the community that provides a service of need to the family. The teacher remains flexible, focusing these visits and activities on the immediate needs of the family. Each teacher has one day a week to make home visits.

In other prekindergarten programs in the county, the philosophy of home visits differs. As the programs are new, the value of home visits has been demonstrated to teachers and administrators. In the rural areas, GED classes are not available. The number of adults in need of ABE or GED classes is not known.

However, with the Bright Futures programs, 34 of the 100 parents have not finished high school. Therefore, adult education classes and volunteer tutoring is available for the parents. At the beginning of the school semester, the adult education classes were full; however, many of the parents left the classes, with few remaining at the end of the semester. Retention of parents in the adult education classes is a concern of the staff at Bright Futures and an area in which they want to improve. Since prekindergarten

classes are available for their children, and the parents may ride the bus with their children to school, many of the obstacles preventing parents to attend classes seem to be removed. Day care is also available for younger siblings. However, prekindergarten teachers are quick to point out that many of the parents are facing multiple problems related to their basic survival, such as housing, food for their family, etc. and perhaps these more pressing problems are preventing them from remaining with the classes. Many of the parents are young, ranging in age from 16 to 18.

Another valuable component to Bright Futures is the parent-teacher resource center. This center offers a variety of services, including workshops; programming suggestions; a "mini" store; a book and toy library; a laminating machine; and resource books and video tapes for parents and teachers. The center is open during school hours, for one evening a week, and one Saturday of each month. A resource staff person is available to assist parents and teachers. The resource center is open to all community members.

Bright Futures principal Maury Lyon would like to expand the job training aspect of their program. Presently, two students work for the school through a JTPA youth program. One student is a custodian at the school; the other student is a teacher aide in the classroom for the three-year-old children.

Though the idea of providing job training for parents is a good one, Lyon is concerned that there might not be enough jobs at the school for parents. Additionally, he thinks that there might not be enough space in the school to accommodate the parents who would be participating in some type of job training program.

Two other parts of the Bright Futures program include classes for homebound teenagers who are pregnant or have just given birth and child development classes for community college students.

Bright Futures has also expanded its efforts by working with the local Head Start program. As both the Head Start and prekindergarten program provide activities to children for only half days, Bright Futures prekindergarten program has provided funding to staff the Head Start program for the rest of the day so one class of children can attend classes for a full day.

Bright Futures is fortunate to have a curriculum coordinator who assists with curriculum development and teacher training. Special guidance is given to the teachers to adapt the High Scope curriculum. The coordinator also observes in the classroom, makes suggestions to the teachers but does not "dictate" to them, and meets with the different groups of teachers each week. Once a month all of the prekindergarten staff gather together for a county-wide workshop or group discussion.

The assessment used to identify children eligible for the prekindergarten enrichment program is the Chicago Early Assessment. Additionally, the COR, Child Observation Record, is used to determine children's goals. By combining information from the Chicago Early Assessment and teacher observations, four or five goals are developed for the children and shared with the parents during the parent/teacher conference. Children's progress is tracked through the CAR, Child Anecdotal Record on which the teacher observes children's learning and writes comments.

Other parent activities include special activity nights which occur once a month. At the "Big Guy and Me" night, fathers and children made bookshelves for their home. There are also a "Lady and Me" and "Grandparents" night activities. Attendance at three parenting activities is required of the parents.

Bright Futures represents an innovative family literacy program in west central rural Illinois. The staff would like to expand their program to provide quality services to meet the needs of families in Galesburg.

Family Literacy Survey Summary

Program Name: Bright Futures

Student Population:

- families of children attending the Stone Early Education Center

Recruitment Methods:

- mandatory attendance of parents at three family activity nights
- home visits

Staff Structure:

- paid instructors for children and adults
- volunteer literacy coordinator housed on site
- curriculum coordinator

Curriculum:

- GED curriculum
- understanding your child's behavior, communication and discipline vs. punishment are topics of parenting classes
- High Scope

Program Components:

- Adult
- Child
- Adult and Child
- Program Activities:
- PreKindergarten enrichment classes
- parent-child activities at home
- one-to-one tutoring
- resource room open to parents and teachers

Male Involvement:

- make-and-take bookshelves activity has been highly successful in attracting men

Ideas Suggested:

- teach thematically
- give teachers one day a week to conduct home visits
- get parents working in the building when possible
- provide educational activities for homebound, pregnant teens

Definition of Family Literacy

Family Literacy Forum, July 16, 1991
Jumer's Continental Inn

WHO	WHAT	WHEN	WHERE
Families - whole - all	self esteem - fear of being known	Life long learning - motivated - goals - job promotions	home - print material
Adults - good role models	adult learning with computers	confidential	workplace - employers cooperative
Life long learners - input into support system	Stress attendance - school	prebirth to death	mutual place of choice
1–2nd grade level	focus on reading together	ongoing and changing	individualized approach - non-judgmental
desire to be treated as equal (adult)	communication skills	child aware by 3rd grade if reading - energies toward avoidance - sense of hurt life long	remedial summer school - refund at end
All groups with children - grandparents latch-key significant other single parent maybe Dads	appropriate level approach	parenting skills before birth	schools & preK families committed to involvement
	family reading time together	involve parents with school activities	home visits
	helping and supportive	Lamaze classes	library - summer readings and music mornings
	learning when want to learn	support group	nursing homes
	address all learning styles		mall center - play reading and information
	eliminate fear of failure		churches
	parenting skills not automatic		community centers
	comfortable with what learning		

What's Available

Family Literacy Forum, July 16, 1991
Jumer's Continental Inn

Stone Early Education Center

- Family activities – constructed book shelves
- Promote life long learning
- Resource Center
- Family involvement
- Home visits – reading

Heartland Literacy Coalition

- l:l tutoring for adults
- Information to newborns and mothers in hospital
- 5th grade study skills workshops
- SOAR (Students Offering Assistance to Readers) summer, libraries
- youth volunteers (Jr.Hi) with younger children

Reading Is Fundamental (RIF)

- Federally funded with addition of local funds
- 2 programs – CUSD #205 & preK – Galesburg, E. Galesburg & Knoxville
- Put books in children's hands – 3 books per year

Bright Futures Partners in Parenting

- Lamaze Classes
- Parent support group & Home visits

Prairieland Association for Education of Young Children

- Whole language
- Support group for teachers – PreK-3rd
- Annual Fun Fair

Head Start

- Parent/child – family literacy
- Outreach worker – Parent/GED
- New sites
- Christmas – gifts of 2 books
- RIF program
- Monthly newsletter – stress reading
- Encourage parent involvemen – provide transportation, food, child care.

Vocational high school students

- Hands on with children
- Communication skills
- Parent skills
- Stress reading with preK – puppet shows, flannel boards, chalk boards

Galesburg Public Library

- 1:1 activity
- 400,000 books per year
- 12,000 cards
- summer – 1600 children, 0–15 – free books and prized for involvement
- book cassettes – oral and visual learning – comfortable for low skills
- Lincoln School
- Day long learning
- Parent volunteers with IBM reading program
- Book Fairs
- Parents reading in classrooms
- Grandparents as volunteers

Bright Futures Resource Center

- Toy lending includes books
- Parents – ideas for creation and aides to help
- Specific times for involvement – parents, children and teachers

CUSD #205

- Teachers encouraged to work with children
- Experienced staff
- Learning styles awareness

- At-risk involvement & Accelerated learning
- Home & school involvement – encourage involvement
- First grade aides
- Focus on learning

Project R.E.A.C.H

- Hotline for adult learners staffed by adult learners

Project Chance

- Test literacy upon intake (AFDC) if below 5-6th grade level referred to literacy agencies
- Refer to GED class – transportation provided as well as child care

Childcare Resource & Referral

- Statewide services
- Bright Futures coordinating center for area

IDEAS & THOUGHTS

- Pamphlet including all agencies – annual update. Info in phone book
- Distribution to grocery stores and public aid office
- Neighborhood literacy – share resources, link up with Red Cross programs
- Share resources – schools and adult literacy (computers)
- Teen moms – infant care lacking – funds available
- Annual update meeting
- Full day program – preK-Stone & Head Start – at one site.

Adult Questionnaire

1. How did you find out about the Pre-Kindergarten Program?

2. There are many parts to the Pre-Kindergarten for your child and you. I would like you to rate your feelings concerning the following: (like, dislike, unsure)

	L	D	U
Classroom Activities			
Field Trips			
Evening Activities			
Classroom Visits			
Home Visits			
Resource Center (toys, books, make and take)			
Family Relation Classes			
GED Classes			
Saturday Workshops			

3. What do you like about the program?

4. What do you dislike about the program?

5. I am going to read some parts of the Pre-Kindergarten. Please tell me where or how you would like to see improvements.

   Classroom Activities

   Evening Activities

   Home Visits

   Family Relation Classes

   GED Classes

   Resource Center

6. Part A. Do you have any ideas for additional activities that you would like included in the Pre-K Program? (Wait).

   Part B. (Probe)

   Less days a week

   More days a week

   Full day preschool

   More daytime activities

   Workshops

7. As part of the Pre-Kindergarten Program, there is the opportunity to participate in a GED program. Did you know that? _____ Were you interested?_____

   Why?

Can I ask your opinion on how to make the GED classes more interesting/appealing?

Transportation

Babysitting

Convenient class times

How can it be more convenient?

What problems have existed in the past?

Classes when child is at school?

Day, Evening, Full, Half

Would you like anything changed about the classes? (Explain)

8. How can we serve you and your family better, with the Pre-Kindergarten Program?

9. As a result of this program, has anything in your life changed?

10. As a result of this program, have you seen changes in your child or your relationship with your child?

11. How has this program helped you with your everyday activities at home, at work, or in the community?

12. What services would be helpful as your preschooler goes on to kindergarten?

13. If a friend asked you about the program for his/her child, would you recommend it? Why/Why not?

14. Are you currently employed? If so, where? What do you plan to be doing five years from now? School?

Appendix 3

Project Read/CHOICES

This year has been a difficult one for the staff and participants of the CHOICES program. Funding cuts have forced services to be significantly curtailed. Until September 1990, funding was available to have the Educational Services Coordinator (ESC) on site daily; since that date the ESC has volunteered at the sites once a week. This cut in funding and consequently time has made it difficult to offer comprehensive services at the sites. Each week, the ESC spends a significant amount of time re-establishing her relationship with the staff and residents at the shelter. Because building and maintaining trust is such a significant issue in working with this population, the funding difficulties have been especially frustrating for all involved.

A small infusion of money presently allows the CHOICES ESC, Sherry Langendorf, to be on site two days a week at A Woman's Place. A Woman's Place is a temporary sanctuary for victims of domestic violence. While at the shelter, Langendorf works individually with women who request her help. According to Langendorf, "Without being there every day, the clients and staff don't know me. Each week I may be introducing myself to an entirely new group of women at the shelter. Sometimes it takes most of my time there to establish a comfort level."

Once Langendorf reintroduces herself, she makes herself accessible to residents with educational or social service questions. Adults are worked with individually or in small groups. Services are tailored specifically to meet the needs of the resident. If the resident is interested in finding a job, the ESC will go through the jobs ads with her, take her to the employment security office, discuss interviewing techniques, or show her a computer program that aids in resume writing.

Children at the shelter also receive individual and small group attention from the ESC and from trained volunteers. Activities for the children include book reading, play groups, and opportunities to work on the computer. There are specifically tailored activities for "differently-abled" children.

Parents and children participate together in the "Read to Me" program. For this activity, parents keep a reading log. For every six books read to their child, the parent-child team can choose a book to keep. Residents can borrow books from the shelter library or, if they have a card, from the local library. The gift books come from donations and are kept at the shelter.

Computer activities are generally done by parents and children together. Children are not allowed to use the computer unsupervised and this encourages the adults to become involved with their children's computer learning activities. Parents are also given materials and information about child development. Finally, shelter staff, the ESC, and volunteers all work very hard to model parenting and reading skills.

Recruitment of adults and children into educational activities has become a more difficult obstacle because of the limited number of hours the ESC is on site. To inform them of the services available, all residents are given a packet of information which includes a listing of adult education programs in the area, educational services available to the women and their children, a bus map, and a listing of social services provided in the area. The packet also includes some of the basic tools of literacy – paper and pencil.

There is a separate packet for adults and children together. This packet includes information on reading together and activities parents can do to help their children with homework and reading development.

Although the funding situation remains tenuous, the goal of the CHOICES program remains the same – to give shelter residents information so that they can make informed decisions and set a path for educational opportunity. To do this, CHOICES-staff will continue to offer individual, client-directed services to the moms and children at the shelters served.

Family Literacy Survey Summary

Program Name: CHOICES

Student Population:

- families (women and their children) at a women's shelter

Recruitment Methods:

- informational materials given to residents upon entry into the shelter
- special group nights/game night
- referrals

Staff Structure:

- one part-time educational services coordinator (ESC)
- literacy coordinator for oversight
- volunteers

Curriculum:

- individualized according to participant request
- computer assisted instruction
- CHOICES manual

Program Components:

- individualized according to request; may include:
- Adult, Child, Adult and Child, Economic Self-sufficiency, Family Support Services

Program Activities:

- individualized consultation with the ESC
- "Read to Me" program
- referrals to local social service agencies
- developmentally appropriate educational activities

Male Involvement:

- none – the site is a women's shelter

Ideas Suggested:

- with this population, focus on the pre-learning stage
- avoid the "do-gooder" attitude – listen to participants' personal goals and agendas
- be sure to earn the trust of the staff at the shelter
- train volunteers to work with special populations (i.e., "literacy" volunteers participate in training provided by the shelter staff)
- when providing individualized services, act as a link or resource person
- provide a social activity to engage participants in the educational program

Where Do I Go From Here?

WHAT'S THE NEXT STEP?

Receive folder of community and shelter services.
Arrange to meet with Sheri on _____
Take a look at the steps in this booklet.

SHELTER LIBRARY – use the shelter library for leisure and informational reading

DATES COMPLETED

____1. Obtain a library card. _____
____2. Check out a book from the library. _____
TITLES: _____
_____
_____

____3. Return book to the library

My favorite books: _____
_____

READ TO YOUR CHILD–help your child become a good reader.

____1. Enroll in READ-TO-ME Program _____
____2. Pick out a book for you and your child _____
____3. Read a book to your child _____
TITLES: _____
_____
_____

____4. Complete a READ-TO-ME Program. _____

COMPUTER–use the shelter computer

____1. Meet with the Educational Services Coordinator for an orientation to the computer. _____
____2. Use the computer independently. _____
____3. Use the computer with your child. _____
Child alone, too. _____

Our favorite computer activities:

_____
_____
_____

CHILDREN–learn more about your child's abilities.

Referral to Head Start/Day care _____

_____1. Arrange for a preschool screening _____

_____2. Meet with Educational Services Coordinator to discuss your child's needs _____

_____3. Gather up the documents you need to enroll your child in school: _____

___Birth Certificate
___Proof of Immunization
___Other_____

_____4. Enroll your child in school _____

_____5. Enroll your child in programs or activities _____

_____6. Help your child with her homework _____

_____7. Take your child to storyhour at the library _____

_____8. Attend a parents' group _____

EDUCATION–do something for yourself! Take advantageof education opportunities!!

_____1. Meet with the ESC to discuss your skills and interests _____

_____2. Assess your current skills _____

_____3. Learn more about Parkland College, Urbana Adult Education, or literacy tutoring _____

_____4. Make an appointment with _____

_____5. Keep the appointment with _____

_____6 Enroll in a program _____

_____7. Attend class _____

_____8. Take the GED exam _____

JOB HUNTING–find the job that is right for you

_____1. Meet with ESC to discuss your job goals _____

_____2. Contact JTPA _____

_____3. Contact CES _____

_____4. Review want ads with coordinator _____

_____5. Review want ads independently _____

_____6. Attend job skills training _____

_____7. Prepare a job resume _____

_____8. Make appointment for job interview _____

_____9. Attend job interview _____

____10. Obtain a job _____

____11. Keep a job for duration of stay at the shelter _____

OTHER GOALS

INDIVIDUAL FAMILY

Where Do I Go From Here?: completed

WHAT'S THE NEXT STEP?

Receive folder of community and shelter services.
Arrange to meet with Sheri on 20
Take a look at the steps in this booklet.

SHELTER LIBRARY – use the shelter library for leisure and informational reading

DATES COMPLETED

____1. Obtain a library card. 20
____2. Check out a book from the library. 10
TITLES: _____
_____
_____

____3. Return book to the library Lots of books missing

My favorite books: _____
_____

READ TO YOUR CHILD–help your child become a good reader.

____1. Enroll in READ-TO-ME Program 11
____2. Pick out a book for you and your child _____
____3. Read a book to your child _____
TITLES: _____
_____
_____

____4. Complete a READ-TO-ME Program. 7

COMPUTER–use the shelter computer

____1. Meet with the Educational Services Coordinator for an orientation to the computer. 8
____2. Use the computer independently. 1
____3. Use the computer with your child. 7
Child alone, too. 5

Our favorite computer activities:

_____
_____
_____

CHILDREN–learn more about your child's abilities.

Referral to Head Start/Day care	4
____1. Arrange for a preschool screening	2
____2. Meet with Educational Services Coordinator to discuss your child's needs	5
____3. Gather up the documents you need to enroll your child in school:	2
___Birth Certificate	
___Proof of Immunization	
___Other_____	
____4. Enroll your child in school	10
____5. Enroll your child in programs or activities	1
____6. Help your child with her homework	1
____7. Take your child to storyhour at the library	2
____8. Attend a parents' group	

EDUCATION–do something for yourself! Take advantageof education opportunities!!

____1. Meet with the ESC to discuss your skills and interests	16
____2. Assess your current skills	
____3. Learn more about Parkland College, Urbana Adult Education, or literacy tutoring	15
____4. Make an appointment with	3
____5. Keep the appointment with	1
____6 Enroll in a program	
____7. Attend class	
____8. Take the GED exam	

JOB HUNTING–find the job that is right for you

____1. Meet with ESC to discuss your job goals	5
____2. Contact JTPA	2
____3. Contact CES	
____4. Review want ads with coordinator	1
____5. Review want ads independently	6
____6. Attend job skills training	
____7. Prepare a job resume	
____8. Make appointment for job interview	4
____9. Attend job interview	4
___10. Obtain a job	3
___11. Keep a job for duration of stay at the shelter	1

OTHER GOALS

INDIVIDUAL FAMILY

Urbana Adult Education Center

Clients Referred Follow-up

NAME	ENROLLED

Appendix 4

Joliet Junior College
PALS

The PALS program of the Joliet Junior College Center for Adult Basic Education and Literacy (JJC CABEL) stresses intergenerational literacy skills enhancement using diverse strategies including storytelling and dramatic play to build vocabulary, context comprehension and other concepts. The program looks at the home as a place for reading for adults and children and encourages families to look at their homes in this way.

PALS is implemented in preschool day care programs such as Head Start. Depending on the structure of the preschool, the program runs for four to six weeks. The preschool directors and instructors are trained and then the information is presented in three sessions to the adults and children in the preschool program. The training is provided by JJC CABEL through the efforts of an educational consultant/reading specialist. Parent volunteers assist teachers in the classroom.

The Center offers other programs, projects and services that help to bring adults and children together in the learning process. The Read-Along Club provides opportunities for families in area community centers and housing projects. Presently JJC CABEL is looking for someone to provide three hours of training as a community service presentation for organizations that cannot participate in the larger programs. The Center has received this type of request from the community and is working toward tailoring its programs and services to meet the expressed needs of the area. JJC CABEL also does some curriculum development to better address the needs of the people they serve. A parenting skills workshop has been created for parents only to address their specific needs as parents.

A videotape has been produced about the PALS program. It documents a session with adults and children making their own books based on a field trip they took together. Sharing with the group, the parent tells how the book was made with their child and then the child "reads" the storybook to the group. JJC CABEL continues to participate in a joint program with the Altrusa Society which puts books on tape for families. The books and the taped stories are given to the adults and children.

The PALS program has previously implemented some evaluation procedures. A needs assessment was done and evaluations were completed after each session the last time the program ran. There is an interest in structuring the evaluation process using other evaluation tools. The tools chosen were a monthly progress report, an anecdotal record form, a teacher questionnaire, a parent interview form, an evaluation form for project directors, a child questionnaire and a parent evaluation.

Family Literacy Survey Summary

Program Name: Joliet Junior College

Student Population:

- low income adult parents with high risk children
- 100% Hispanic and African-American females

Recruitment Methods:

- referrals from target preschools
- flyers, letters
- personal contact with project coordinator

Staff Structure:

- educational consultants
- trainer
- program coordinator

Curriculum:

- program curriculum designed by educational consultants
- teacher inservice designed by educational consultants

Program Components:

- Adults as Teachers
- Adult
- Child

Program Activities:

- teacher inservice done by consultant, followed by parent inservice done by teachers
- parent and child supervised reading sessions
- parenting skills workshop
- donation of books on tape

Male Involvement:

- a male-oriented component is being considered

Ideas Suggested:

- provide expert information to parents by hiring a consultant
- provide parent support sessions
- place emphasis on culturally-sensitive books and materials
- demonstrate techniques that non-reading parents can use to enjoy reading and stories with their children
- provide books on tape
- stress active involvement of children in adult-child activities, this sparks parents' interest
- choose instructors that participants can identify with

Appendix 5

The Literacy Connection — John A. Logan College

Staff at The Literacy Connection based at John A. Logan College have been on the move this year. The program's central office has moved to a new location on campus and a satellite family learning center opened its doors in October. If all goes well, the family learning center may be moving yet again—to a bigger location with better facilities.

Nevertheless, implementation of the Families Connecting for Learning program has been temporarily delayed. The foundation of the program is the nearly complete family mentoring guidebook. The guidebook is designed to be used by both the family mentor and the family members themselves in a unique whole-family, home-centered, competency-based model of family literacy. The guidebook lays out the program philosophy and goals, suggests informal assessment techniques, and provides "case-studies" of learning activities which families may engage in. These materials all support the ultimate goal of the program — to inspire families to discover and develop their own learning patterns.

After an initial orientation to the program, families will identify five literacy-related competencies in which they are interested. Together with the mentor, the family will plan and conduct learning activities in each of the five competency areas. The learning activities will involve all members of the family at their individual learning levels and pace. Young children will be included in the process through play, stories, and other creative activities.

When the guidebook is complete, there will be a pilot stage during which several families will take part in the program. Throughout the pilot stage, the families, mentors, and staff will be involved in assessment and revision of the guidebook and program. When the guidebook is finalized, all of The Literacy Connection's tutors will be trained in the methodology.

Although the guidebook is not yet finished, the family literacy staff of The Literacy Connection has incorporated the goals and philosophy of the program into the tutoring they presently provide. Families are encouraged to take control of their own learning and view the learning process as a family activity. Intergenerational exchange and peer tutoring are encouraged in order to promote positive educational interactions. In addition, the staff is experimenting with family learning groups in which peer interaction and learning activities center around a specific topic (e.g., child management).

The staff continues to strengthen their outreach network through linkages to Head Start, Pre-K, and Even Start programs. Two other recruitment tools are being tested. The first involves the brainchild of Betty Neely—book bags for children. The book bags are sewn by volunteers, filled with children's books and information on adult education programs, and given out to children. The child's family thus receives a tangible gift—books and a book bag—and information about the adult education programs in their area. The second recruitment method involves training outreach volunteers to do home visits at public housing areas and describe The Literacy Connection's program. Students from an honor society at John A. Logan College and a fraternity at SIUC have volunteered to be part of this effort. Already, these efforts have resulted in a significant increase in family referrals.

Family Literacy Survey Summary

Program Name: Literacy Connection

Student Population:

- residents of John A. Logan Community College district in rural Illinois
- primarily low-income families

Recruitment Methods:

- referrals from Pre-Kindergarten, At-Risk and Head Start programs
- home visits by trained volunteers

Staff Structure:

- family literacy coordinator
- peer mentors (to-be-trained)

Curriculum:

- guidebook for family and mentor (in process)

Program Components:

- individualized education program for each family

Program Activities:

- individualized activities – families choose five competency areas to work in; activities are created to complement these areas

Male Involvement:

- encouraged as a whole family event

Ideas Suggested:

- put control of learning process into the hand of the individual families
- encourage family members to share their writing and learning experiences with each other
- support peer tutoring as well as tutoring between generations

The Literacy Connection
Family Learning Center
Initial Family Information Guide

Family Name: _____ **Date:** _____

Address: _____ **Phone:** _____

Message Phone/Contact Person: _____

Best Time To Reach You: _____

Racial/Ethnic Group: Caucasian ___ Black ___ Asian ___
Hispanic ___ American Indian ___ Other ___

Referral Source? _____

Marital Status: Married ___ Single ___ Divorced ___ Widowed ___

Employment: Yes ___ No ___ **Occupation?** _____

Receiving assistance from: SSI ___ DPA ___ AFDC ___ DORS ___ Other ___

Do you have transportation? Yes ___ No ___ **Child Care?** Yes ___ No ___

FAMILY INFORMATION

Household Members	(relationship)	Age	Grade Completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Have you (or any member of your family) participated in a literacy or GED program? _____

Who, When, Where, and Type of Program _____

_____

_____

_____

Have your children participated in any of the following programs:
Head Start ___ Pre-K At-Risk ___ Even Start ___ Other ___
(Please indicate which child, program, and length of time) _____

_____

_____

_____

Have you (or any member of your family) ever applied for government subsidized housing? _____ **If so, what type and where?** _____

Are you currently living in government subsidized housing? _____

Adult Family Information Guide

Name: _____ Relationship: _____ Age: ____ Sort: _____

Educational Background

1. Highest school grade completed?_____ Where? _____
2. Reason for leaving school? _____
   _____
3. Do you enjoy reading?_____ What about math?_____
4. Did you find these subjects difficult?_____
5. What other subjects did you find hard?_____
6. Why?_____
7. Did you attend any type of special education classes?_____
   If so, what type and for how long?_____
8. What (if any) problems did you encounter in school?_____
9. Were you read to as a child?_____
10. Were reading materials available in your home?_____
11. Did you have any health problems during your school years?_____
    If so, please explain_____
    _____
12. Were there other issues that interfered with your education?_____
    If so, please explain_____
    _____
13. If you could change anything about your education, what would it be?_____
    _____
    _____

Employment Skills

14. What is your current job?_____
    What type of jobs have you had?_____
    _____
15. What type of work do you enjoy most?_____
16. Would improving your reading, writing, spelling, and math skills or furthering your education help you find this type of work?_____ How?_____
    _____
17. What are your expectations when these skills improve?_____
    _____

Interests, Family Information

18. What type of hobbies do you have?_____
19. How do you spend your free time?_____
20. What types of things do you do with your children in your spare time?_____
    _____
21. Do you read to your children?____ What do they enjoy?_____
22. Do you have a library card?____ How often is it used?_____
23. What (if anything) would you want educationally for your child(ren) to have that you did not?_____

Child Information Guide

Name: _____ Relationship: _____ Age: ___ Sort: _____

EDUCATIONAL INFORMATION

1. What school do you attend? _____
2. Have you gone to any other schools? ____ Where? _____
3. Is anything different about the school you are going to now? _____
4. What grade are you in (or going into)? _____
5. What has been your favorite grade in school? ____ Why? _____
6. What do you like most about school? _____
7. If you could change anything about school, what would it be? _____
8. What is your favorite subject? _____
9. Do you enjoy reading? ___ Why? _____
10. What do you do when you don't know a word? _____
11. Do your parents help you with your homework? _____
12. Do they read to you? _____ Or do you have to ask? _____
13. Are there books or other things to read at home? _____
14. What types? _____
15. Are you enrolled in special education classes? _____
16. If so, what types and which grades? _____
17. Do you (or have you had) any problems in school? _____
18. If so, what was done to help to problem go away? _____

INTERESTS, FAMILY INFORMATION

19. What do you like to do when school is out? _____
20. What types of hobbies do you have? _____
21. How do you spend your free time? _____
22. What kinds of things do you and your parents do together? _____

DRAFT,7-91
Evaluation Component
Families Connecting for Learning

Family Goals And Objectives Form

A. Main Goal:

Our goal is to _____
_____

B. Practical Objectives:

(List in order of importance the practical reading and writing activities (competencies) the family wants to master. Give the date by which the learning will be accomplished.)

1. _____
_____COMPLETED:_____

2. _____
_____COMPLETED:_____

3. _____
_____COMPLETED:_____

4. _____
_____COMPLETED:_____

5. _____
_____COMPLETED:_____

DRAFT, 7-91
Evaluation Component
Families Connecting for Learning

Program Completion Form

Completion of Program Date _____

_____ Family

Main Goal: _____

What was accomplished by family:

What was accomplished by individuals:

What was learned about family learning:

What was learned about individual learning:

Plans to continue learning:

Recommendations for the program and other comments:

Appendix 6

Family Literacy Program — Prairie State College

Prairie State College Family Literacy Project

The Prairie State College Family Literacy Project relies on the spirit of cooperation and networking to get its work accomplished. The family literacy project continues to use the network of Prairie State College and School Districts 170 and 163. The project is now serving two of the eleven schools in its area and is considering the ramifications of expansion. Three times a year all members of the network connected with the family literacy project meet with other service providers like CETA, Public Aid, the Public Health Department, Head Start and others. This body is referred to as the Family Enrichment/Family Literacy Advisory Committee.

The previous family literacy coordinator is now the coordinator of the prekindergarten program at the site and is committed to a cooperative effort with the new project coordinator. There is a parent council for family literacy participants and some form of minutes are taken. The prekindergarten program has a new parent board which will be involved in assisting with program development and ideas for getting more parent involvement. They have started a phone tree and made plans for a play and craft days and the pre-k coordinator see has seen a way for this to fold into the family literacy project. In May, the prekindergarten program and the family literacy project will bring in a storyteller from Ohio to tell stories to the children and provide a workshop for parents.

The family literacy project intends to try to have a summer camp for parents and children, with the whole family together in a summer program. There is also a pilot computer workshop project on tap for parent and child together. The project has enlisted the services of a consultant, who developed this workshop. The workshop helps participants see the computer as an intellectual tool and has the student build on previous information so that information flows from the student to computer rather than from computer to student as it does in electronic tutoring. The workshop teaches students how to create a computer program.

Students still receive transportation to and from the program. Students can work on the computers at Prairie State. Class levels are mixed with GED, pre-GED and ABE students. Books are only used as a framework, instruction is more process oriented. Instructors are currently looking for a methodology with various levels involved. Sometimes students who quickly pick up information are discouraged at the slower pace of the class. An intensive study group for students at higher levels has been suggested or perhaps an accelerated class. Child care is also provided and because of the level of participation there are a great number of infants in the nursery. The project is investigating possible options to alleviate the overflow. One of those options has been to consider a volunteer pool for child care from the parent council.

One of the goals of the family literacy project is really to make the most of all the resources available to families in its network. They would like to add the class for accelerated students, make the child care improvements, add a workout class for new mothers, open up the program to more people and increase knowledge about the program in the community.

Participants in the program are very enthusiastic and have noticed positive responses in their children. Members of the network point to the democratic philosophy of education, the courage of the students, the tutor training for parents and a "go and do it" philosophy.

FAMILY LITERACY SURVEY SUMMARY

Program Name: Prairie State College Family Literacy Project

Student Population:

- parents and children in two school districts
- one school - participants primarily Mexican-American
- one school - participants primarily African-American
- economically disadvantaged families

Recruitment/Retention Methods:

- phone tree, buddy system (bring a friend) to get additional people to class
- special computer offerings (e.g., Spanish computer class, story teller)
- Family Literacy Advisory Council
- summer camp
- free transportation
- word of mouth

Staff Structure:

- family literacy coordinator
- classroom teachers
- child care staff

Curriculum:

- adult curriculum: ABE, GED, ESL — eclectic use of published materials and teacher-produced materials
- developmentally appropriate educational activities for children

Program Components:

- Adult
- Child
- Adult and Child
- Economic Self-sufficiency
- Family Support Services

Program Activities:

- classes (ABE, GED, ESL, word processing, keyboarding)
- adult-child computer workshop (in English and in Spanish)
- field trips
- one-to-one tutoring
- parent council
- special events — such as storyteller

Male Involvement:

- a need
- planned activities include: sports night, summer sport league, mentoring program

Ideas Suggested:

- establish an advisory council made up of program participants and take direction from them
- provide a class for accelerated GED students
- build and maintain links with all programs
- provide transportation
- help remove barriers so parents are empowered to meet their own education goals as well as supporting those of their children
- integrate problem-solving and critical thinking into programs

Teacher's name _____ Grade _____ School _____

Family Literacy Project Teacher Survey

Please take 5 minutes to answer these questions which will help us to develop an effective family literacy program.

1. How many children do you have in your class?

2. How many parents of children in your class did you see this past school year in the following situations: (list number of parents)

   Parent-Teacher conferences _____
   Field trips _____
   Observing your class _____
   Volunteering in your classroom _____
   Participating in parent/child workshop _____
   Attending adult education classes (GED/ABE or ESL) _____
   Attending Special events (such as fun fair) _____
   Attending parent meetings _____
   Disciplinary meetings _____
   Other, (list) _____ _____

   _____ _____

3. How important do you feel it is that parents participate in the following activities:

	Very important 5	4	3	2	Not important 1
Parent-teacher conferences	___	___	___	___	___
Field Trips	___	___	___	___	___
Observing your class	___	___	___	___	___
Volunteering in your classroom	___	___	___	___	___
Part. in parent/child workshops (such as computer workshop or family story time)	___	___	___	___	___
Attending adult education classes	___	___	___	___	___
Attending special events	___	___	___	___	___
Attending parent meetings	___	___	___	___	___
Disciplinary meetings	___	___	___	___	___
Other:	___	___	___	___	___

4. What kind of activities would most meet the needs of the parents of your students in your opinion?

___ GED/pre-GED classes
___ Skills review (preparing for parenting)
___ college/voc.school)
___ English as a Second Language
___ vocational evaluations
___ office technology (word processing)
___ other vocational training
___ Jazzercize
___ play groups(parent-child)
___ computer workshops
___ Family Story Time (reading)
___ activities to build self-esteem
___ other _____

5. What are some of the specific needs your students have which a parent program could help with? (please answer on back with any additional comments)

FAMILY LITERACY PROJECT: GAVIN FAMILY SURVEY

1) How long have you lived in the area?

2) How many children do you have?

   Ages:
   Grades:
   School(s):

3) Have you ever visited the school this past year? Why?: Please check your reasons

   __ Parent-teacher conferences
   __ Observing your child's class
   __ Parent-child workshops
   __ Going to classes (GED/ABE, ESL)
   __ Disciplinary meetings
   __ Field trips
   __ Volunteering in your child's classroom
   __ Special Events (such as fun fair)
   __ Parent meeting
   __ Other _____

4) How did you feel when you were there?

   __ Comfortable
   __ Anxious
   __ Nervous
   __ Okay
   __ Angry
   __ Tense
   __ Excited
   __ Happy
   __ Uncomfortable
   __ Not sure
   __ Sad
   __ Other _____

5) What do you like about your child's school?

   __ The teachers
   __ Special activities for adults and children
   __ Gives homework
   __ Feels comfortable when you walk in
   __ Staff cares about children
   __ Other _____

6) Is there anything you would change about the school? __ Yes __ No

   If yes, what would it be?

7) How important do you feel it is that parents/adults come to the following activities?:

	Very important 5	4	3	2	Not important 1
Parent-teacher conferences	____	____	____	____	____
Field Trips	____	____	____	____	____
Observing your child's class	____	____	____	____	____
Volunteering in the classroom	____	____	____	____	____
Parent/child workshops	____	____	____	____	____
Attending special events	____	____	____	____	____
Going to classes (GED, Etc.)	____	____	____	____	____
Parent meetings	____	____	____	____	____
Other _____	____	____	____	____	____

8) Do you think it is important for parents to help children with their education?

__ Yes, very important __ Somewhat important __ Not important
__ Not sure

9) How do you think parents/adults can help their children in school?

__ Visiting the school
__ Talking with children about school
__ Reading stories together
__ Helping with homework
__ Listening to your child read
__ Other _____

10) What is the most important thing you think parents/adults can do to help their children with school?

11) How do you think your child does in school?

12) What things do you do with your child at home?

__ Listen to child's reading/stories
__ Read stories together
__ Other _____
__ Talking with children about school
__ Help with homework

13) What kind of activities would most help your family to help your child?

__ GED/pre-GED (math/english classes)
__ English as a second language
__ vocational evaluations
__ keyboarding/word processing
__ skills review (preparing for college or technical school)
__ other work training
__ Jazzercise
__ parent support group
__ computer workshop
__ Family Story Time
__ other
Please specify _____

14) What other things do you think would help your child with school?

__ Reading club
__ Math Club
__ Other
__ Big Brother/Big Sister Program
__ After-school projects

15) What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing, etc.)

16) What do you want your child to do with his or her education?

17) Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School? __ Yes __ No

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old? __ Yes __ No

If yes, what did you like about it?

18) Have you ever participated in the family literacy project at Gavin School (GED and computer classes)? __ Yes __ No

__ GED class
__ play group
__ computer workshop
__ Storytime
__ keyboarding/word processing
__ parenting classes

19) More women than men come to school programs. Why do you think this is true?

20) What things do you think would encourage more men to come to school programs?

21) Employment

__ work full time
__ work part time
__ work odd jobs
__ receive public assistance
__ use WIC program
__ receive Social Security
__ receive unemployment benefits

22) Household income level

__ 0 - $9,999 __ $10,000-$14,999 __ $15,000 or more

23) How many people in your family? _____
How many children? _____
How many adults? _____

24) How are the adults (including yourself) living in the house related to the children?

Relation	Age	Years of School
__ Mother	_____	_____
__ Father	_____	_____
__ Guardian	_____	_____
__ Grandparent	_____	_____
__ Sister	_____	_____
__ Brother	_____	_____
__ Uncle	_____	_____
__ Aunt	_____	_____
__ Cousin	_____	_____
__ Other_____		_____

Interview Guide

Hello, my name is _____ and I am helping with a survey for the family literacy project of Prairie State.

(Introductions)

They are trying to find out what the families at Gavin think about school and programs. We will fill the survey out together and talk about some of the questions. (*if you are going to tape the session, talk about this at this time and get the person's permission*).

(*hand out survey and assist with filling it out*)

(*interviewers can go through and read each question and discuss after the person completes the survey*)

Questions for Discussion

3)
If people have not visited the school, discuss the reasons why they have not visited. Possible questions: Are you uncomfortable? Have you been asked to visit? Is it hard for you to get there? Do you need someone to watch your other children?

4)
Discuss those feelings. Possible questions: Have you thought about why you feel the way you do when you visit the school? What kind of memories do you have about school?

5) and 6)
If people like things about the school that are not on the list, get them to talk about those things. If they want some changes, find out what they are. Possible questions: Do you want teachers to call you at home more? Do you like the teacher's attitude? Would you like more programs for families?

9), 10), 11) and 12)
If someone does not think parents should be involved, ask why. Find out what things (that are not on the list) they think are important for parents to do. Possible questions: What things do you think all parents should do for their kids in school? What things would you do with your kids if you had time or knew how to do them?

15) and 16)
Possible questions: Do you want to learn to read better? Would you like to brush up on your math? Would you like to learn how to use a computer? Do you think if your children do well in school they will able to get a good job? Do you want them to go to college? To a technical school to learn computer skills, plumbing, construction, electronics, etc?

17)
Possible questions: Do you think family programs help families find time to be together? Did you like learning things together? Did it give you a chance to meet the teachers? Did it make you feel more comfortable being at the school?

19) and 20)
Possible questions: Do men feel less comfortable at school than women do? Why or why not? Are the activities offered things that would interest men? If there were sports nights would men be more likely to come?

Master Survey of Teachers at Gavin School 12 of 19 Teachers June, 1991

teacher's name _____ grade ___ school (17classroom; 380 children total)

FAMILY LITERACY PROJECT TEACHER SURVEY

Please take 5 minutes to answer these questions which will help us develop an effective family literacy program.

1. How many children do you have in your class? 279 23 per class
2. How many parents of children in your class did you see this past school year in the following situations:(list number of parents)

   Parent-Teacher conferences 217 - 18.1 per class
   Field Trips 63 -5.3
   Observing your class 29 -2.4
   Volunteering in your classroom 33 -2.8
   Participating in parent/child workshop 27 -2.3
   Attending adult education classes (GED/ABE or ESL) 11 -1
   Attending Special events (such as fun fair) 60 -5
   Attending parent meetings 44 - 3.7
   Disciplinary meetings 37 - 3.1
   Other, (list)_____

3. How important do you feel it is that parents participate in the following activities:

		Very important 5	4	3	2	Not important 1
	Parent-teacher conferences	11	1			
High [	Field Trips	7		4	1	
	Observing your class	6	1	3	2	
Low [	Volunteering in your classroom	5	5	5		1
High [	Part. in parent/child workshops (such as computer workshop or family story time)	9	1	1		1
High [	Attending adult education classes	8	1	2		1
	Attending special events	7	4	2		
High [	Attending parent meetings	10		1		1
High [	Disciplinary meetings	9	1	2		
	Other:					

4. What kind of activities would most meet the needs of the parents of your students in your opinion?

10 GED/pre-GED classes	2 Jazzercize
9 play groups (parent/child)	12 parenting
1 English as a Second Language	5 computer workshops
5 vocational evaluations	11 Family Story Time (reading)
5 office technology (word processing)	11 activities to build self-esteem
9 Skills review (preparing for college or voc. school)	
4 other vocational training	1 other

5. What are some of the specific needs your students have which a parent program could help with? (please answer on back with any additional comments)

COMMENTS:

In my opinion my parents need activities that will help students to build self-esteem.

Special attention given to a specific child from his nurturing adult.

They need to communicate better verbally.

The ability to self-discipline and become better able to get along with peers.

Building self-esteem. Improving reading skills.

Discipline and organized play with a purpose (parent and child).

Appendix 7

Ready for Reading

Ready for Reading has continued to charge ahead in the provision of family literacy services to local communities in the Rend Lake College District. Although the program staff has decreased in size by one, the program has continued to expand, both in territory served by the remaining staff members and in families participating in the program. Indeed, Barbara Bauernfeind, Coordinator, has received several calls from agencies interested in having Ready for Reading staff conduct sessions for their participants.

The basic structure of the program remains the same, with three sessions being offered for adults and sometimes their children at libraries, in classrooms, and at community centers. The three sessions cover the importance of reading to children, activities to do with children to promote reading readiness, and a trip to the library. Participating families each receive a set of children's books and "graduate" with a library card of their own. At the sessions, parents learn about education opportunities available to them through the college, including tutoring, GED classes, and vocational education classes.

Participants in the program are primarily the families involved in the local Head Start, At-Risk, or Pre-K programs. This year, Tina Grounds, family literacy trainer, has begun home visits at housing units in several communities. This technique has been a successful recruitment tool, especially where the community center is located adjacent to the housing. Tina suggests not making pre-arranged visits, as they are not as successful as just "stopping by." Says Grounds, "I just knock on the door and ask if it is a convenient time to talk. If it isn't, I will return some other time. The home visits are really effective because of the personal contact. I had one very interesting situation — I went to a home and the husband answered the door. The wife was in the tub, but said she wanted to talk to me and she told him to ask me to come back later. I did and he said she was still in the tub. When I went back later yet, she greeted me at the door. It turned out that she wanted to speak with me alone and wouldn't get out of the tub until he left."

To encourage families to attend the sessions, the literacy trainers often conduct "literacy activities" in the schools or at the community centers. The literacy activity sessions are done by the coordinator with the children. The literacy trainer models the literacy activities with the children, then gives information about the goals and purposes of the activities to the adults attending. The literacy trainer also encourages the adults to come to the other sessions.

Sessions continue to be offered only during the day. Night sessions were tried, but no one attended. To increase participation, the literacy trainers have begun calling potential participants the night before a session. Lunch is also served to the children and adults volunteering in the classroom that day through the pre-kindergarten program. This incentive may partially account for increased participation of men. Home visits have also been responsible for increased male participation.

One crucial factor in the success of the program is the extensive network built throughout the community. The network continues to expand — bringing in resources as well as participants. Laying the groundwork and building trust among the program staffs

has sometimes been difficult. Ready for Reading staff has stressed that their program is designed to *supplement* not supplant the services offered by agencies they are networking with. In addition, Ready for Reading staff has worked hard to involve the staffs of the agencies with which they are working in the planning and development of the program. Building and maintaining a trusting relationship with other services providers has paid off with additional requests for Ready for Reading sessions.

As the staff looks into the future, they share a common vision of program expansion. The vision includes a program component for school-age children and their parents. This would be offered after school and would include tutoring for the children and adults, help for the parents so they can aid their children in completing their homework, babysitting for younger siblings, and transportation from home to the comfortable site at which it would take place. A component such as this would provide support for children who are already in school, engage parents as advocates for their school-age children, give parents and teachers an opportunity to meet in a non-threatening atmosphere, and complete the picture of a total family literacy program.

Family Literacy Survey Summary

Program Name: Ready for Reading

Student Population:

- parents and children enrolled in at-risk or pre-K program
- children primarily 3-5 years old
- families in public housing
- seven communities in rural southern Illinois

Recruitment Methods:

- door-to-door
- newspaper coverage
- networking with organized programs
- special events at community centers
- networking with organized programs
- incentives

Staff Structure:

- three family literacy trainers (one for each county)
- literacy coordinator

Curriculum:

- Parents' packets which include "tools" for reading
- three children's books
- corresponding activity sheets
- pamphlets and brochures
- information about adult education classes

Program Components:

- Adult
- Adult as Teacher
- Child
- Adult and child

Program Activities:

- parental workshops on reading to children
- one-to-one tutoring for adults
- teacher/trainer models reading strategies
- library visits
- story hours

Male Involvement:

- minimal attendance, though participation is encouraged

Ideas Suggested:

- after-school program for parents and children, which would offer tutoring for both
- make program goal-oriented for both parent and child
- make GED programs open entry, open exit
- provide services in the community where participants live/use the community centers and building when available
- spend a lot of time networking and building relationships throughout the community
- supplement services provided in the community

Needs Assessment—household

Name of adults living in household:

1. _____

2. _____

3. _____

Address _____

Phone _____

Name and phone number of someone who would know if you move _____

_____

How many children live in your household? _____

Please list:

Name	Age	School	Grade	Teacher

If children are not yet in kindergarten, are they in a preschool program?

__ yes __ no

If yes, what program? _____

If you have school-age children, please answer these questions:

Do you feel as though one or more of your children could benefit from tutoring? (help with homework; math, reading, English)

__ yes __ no

Have you ever had your child or children tutored?

__ yes __ no

If yes, did it help child or children?

__ yes __ no

If you have never had your child tutored but feel that your child could have benefited from it, what were your reasons for not pursuing it?

_____

_____

_____

_____

_____

If your child or children could be tutored free of charge, would you be interested?

If yes, what time of day would be best? 3 – 5 p.m. _____
5 – 7 p.m. _____
7 – 9 p.m. _____

Would you be willing to come to tutoring with your child? __ yes __ no

How many days of the week would you be willing to come to tutoring with your child?
__ 1 __ 2 __ 3 __ 4 __ 5 __ as many as it takes

Adult Information — Educational Background

Last grade completed 1 _____ 2 _____ 3 _____

Would you like to:

__ improve your reading
__ improve your math
__ complete GED diploma
__ receive job training
__ pursue a college degree

take courses in:
__ single parenting
__ practical home management
__ teaching child at home
__ behavior management

Are you aware of local educational programs available to help you in these areas?

__ yes __ no

If yes, what kept you from participating? If no, would any of these keep you from participating?

__ transportation
__ child care
__ embarrassment
__ fear
__ feel too old
__ feel too young
__ time classes scheduled
__ lack of family support
__ no time to prepare for classes
__ feel the GED is not going to help me

If available, would either or both of the following be beneficial in allowing you to take classes? __ transportation __ child care

Are you or your family on any assistance program? Mark all that apply.

__ AFDC
__ food stamps
__ medical card
__ Gen. Assist.
__ other

Teacher Needs Assessment Form

Do you have any students in your classroom who could benefit from tutoring?
__ yes __ no

Would you be willing to provide information to the tutor about student's homework or the subject areas in which the student needs additional help?
__ yes __ no

Would you be willing to give the tutor test or quiz dates or a weekly homework schedule?
__ yes __ no

Are you willing to serve on an advisory board to help with the implementation of the parent/tutor program organized within the school district?
__ yes __ no

Are you willing to volunteer an hour a month for the tutor program?
__ yes __ no

Optional:

Name_____

School _____ Grade_____

Ideas, Comments, or Suggestions:

_____
_____
_____
_____
_____
_____

Thank you for taking the time to answer these questions. Your response will be very helpful for the implementation of the tutor program in your area.

Tina Grounds
Family Literacy
Rend Lake College

Ready For Reading Referral Form

Check all that apply:

I am interested in improving my:

__ Reading

__ Writing

__ Basic Math

I am interested in receiving:

__ GED

__ Job Training

__ College/Career at Tend Lake College

__ Information about financial assistance at Rend Lake College

Other programs I am interested in, questions, or comments: _____

_____

_____

Name:_____

Address: _____

Phone No. _____ Message No. _____

I agree to release the above information to a representative from Ready for Reading so that I may be contacted about free tutoring or other adult education services.

Signature _____ Date _____

(Send to: Barbara Bauernfeind, Rend Lake College, Ina, IL 62846
1-800-642-7776 or 618-437-5321, ext. 341)

Initial Questionnaire

Ready for Reading Partnerships

Date _____ _____ School or Library _____

Information on Child

Name of child receiving packet _____

Birthday _____ Sex _____

Other siblings living in same home

Names	Ages
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name of adult receiving packet _____
Adult's relationship to child _____
Address _____ Phone No. _____
City _____ County _____
Do you receive any Public Aid Assistance? __ yes __ no
Public Aid No. _____

Last grade of school completed: (circle one)
3 4 5 6 7 8 9 10 11 12

Do you have a high school diploma or GED? __ yes __ no

Do you have any college education? __ yes __ no

__ Single __ Separated __ Married

If married: Spouse's name _____

Last grade of school completed: (circle one)
3 4 5 6 7 8 9 10 11 12

Do you have a high school diploma or GED? __ yes __ no

Do you have any college education? __ yes __ no

Name and phone of someone who would know if you move: _____
_____

1. We are interested in finding our what part books and reading play in the lives of families with young children. I am sure your days are pretty busy. Do you ever have a chance to spend time reading to your child or looking at books with him/her? __ yes __ no

2. About how often?
   - ___ several times a day
   - ___ once a day
   - ___ two or three times a week
   - ___ less than once a week
3. Is there anyone else in the household who reads to your child or looks at books with him/her? ___ yes ___ no
4. What is that person's relationship to the child? _____
5. How often does that person read to the child?
   - ___ several times a day
   - ___ once a day
   - ___ two or three times a week
   - ___ less than once a week
6. Does your child enjoy looking at books by himself/herself? ___ yes ___ no
7. If yes, about how often does he/she look at books alone?
   - ___ several times a day
   - ___ once a day
   - ___ two or three times a week
   - ___ less than once a week
8. Does your family own any children's books? ___ yes ___ no
9. If so, about how many would you guess you have?
   ___ 1–5 ___ 6-10 ___ 11-20 ___ more than 20
10. Do you ever borrow books from the library? ___ yes ___ no
11. If yes, about how often do you go to the library?
    - ___ once a week
    - ___ twice a month
    - ___ once a month
    - ___ less than once a month
12. When you have some spare time, do you enjoy reading? ___ yes ___ no
13. Would you say you read: ___ a lot ___ occasionally ___ rarely ___ never
14. When you were a small child, would you say you were read to:
    ___ every day ___ occasionally ___ rarely ___ never

Thank you very much for answering these questions. Having this information will help the Ready for Reading Partnerships in its work with parents, children, and books.

Follow-up Questionnaire

Ready For Reading Partnerships

A few months ago you received your book packet from the Ready For Reading program. After participating, we would like to ask you some follow-up questions.

Date _____ Preschool, Head Start, Other _____

Name of child receiving packet _____
Child's age _____ Your name _____
Address _____ Telephone No. _____
City _____ County _____

1. Have you looked at the books with the child? _____
2. About how often are you able to sit down with the child to read or look at the books in the packet or other books?
   - __ several times a day
   - __ once a day
   - __ two or three times a week
   - __ once a week
   - __ less that once a week
3. Is there anyone else in the household who reads to the child or looks at the books with him/her? _____
4. What is that person's relationship to the child? _____
5. How often does that person read to the child?
   - __ several times a day
   - __ once a day
   - __ two or three times a week
   - __ once a week
   - __ less than once a week
6. Have others in the family enjoyed the books? If yes, who?
7. Does the child enjoy looking at the books by himself/herself?
8. If yes, about how often does he/she look at books by himself/herself?
   - __ several times a day
   - __ once a day
   - __ two or three times a week
   - __ once a week
   - __ less than once a week
9. Since receiving the packet of books, have you bought books for your child?
   __ yes __ no
10. About how many children's books would you guess you now have?
    __ 1–5 __ 6–10 __ 11–20 __ more than 20

11. Do you ever borrow books from the library?

12. If yes, about how often do you go to the library?
    - ___ once a week
    - ___ twice a month
    - ___ once a month
    - ___ less than once a month

13. Was one of the books in the packet a particular favorite in your home? _____
    If so, which one? _____

If you would like to add comments that you think might be helpful to us about the packet or how we might better reach parents and children, please tell us or write them here. Thank you so much.

Evaluation of Initial & Follow-up Forms — 1A Individual

Did adult look at books with child?

__ yes __ no

Did adult read books to child more often after RFR Program?

__ yes __ no __ no–less

Did other person (same person on initial) read books to child more often after RFR Program?

__ yes __ no–same __ no–less

Has someone different began looking at books with child since RFR Program?

__ yes __ no

Does your child look at books by himself/herself more often since RFR Program?

__ yes __ no–same __ no–less

Have parents bought books since RFR Program?

__ yes __ no

Does family now have more books since RFR Program?

__ yes __ no

Does family borrow books from the library since RFR Program?

__ yes __ no

Evaluation of Initial & Follow-up Forms — 1B Group

Total # of families served _____
(Same adult must fill out initial & follow-up forms.)

Did adults look at books with children?

yes ____ or ____% # no ____ or _____ %

Did adults read books to children more often after RFR Program?

yes ____ or ____ % # no ____ or ____ % # no–less ____ or ____ %

Did other people read books to children more often after RFR Program

yes ____ or ____ % # no–same ____ or ____ % # no–less ____ or ____ %

Has someone different began looking at books with children since RFR Program?

yes ____ or ____ % # no ____ or ____ %

Do your children look at books by themselves more often since RFR Program?

yes ____ or ____ % # no–same ____ or ____ % # no–less ____ or ____ %

Have parents bought books since RFR Program?

yes ____ or ____ % # no ____ or ____ %

Do families now have more books since RFR Program?

____ yes or ____ % # ____ no or ____ %

Do families borrow books from the library since RFR Program?

____ yes or ____ % # ____ no or ____ %

Appendix 8

Reach Out and Read (ROAR)

It seems that the Reach Out and Read program at Augustana Lutheran Church (in cooperation with the Blue Gargoyle Social Service Agency) in Chicago's Hyde Park community takes the idea of the building blocks of learning very seriously. It seems the program has taken over the second floor of the church. The new children's activity room with its huge windows is full of light and has a beautiful new book shelf full of books. There is a small separate room with cribs for sleeping infants and toddlers. The staff and volunteers at this program are still perfecting the art of developing an efficient project on a shoestring. Even though some members of the ROAR team are volunteers, each person is an integral part of what is happening and are the "staff" of this program. In spite of the fact that grants have not materialized as they would have liked and their limited budget, ROAR has continued to roar and done so with flair.

Three of their students from the original pilot project in the summer of 1989 are still participating. ROAR has a new executive director and associate director to run the program and the "nursery staff/volunteer" base has expanded a bit and is really working hard to develop this aspect of the project, the results of which are witnessed in the revamped children's room. They are averaging six to nine children in the nursery at a time. Vacation from the public schools brings in older children, so the ROAR team has begun to create activities for them.

ROAR has two VISTA volunteers who now recruit for the program. They have updated their original flyer of a year ago to use as a tool. They have a flyer aimed at volunteers and another that addresses potential learners and their families. Door-to-door canvassing to find eligible and interested individuals is employed as well as outreach to schools, clinics, hospitals and other places where they can reach a person who needs what they have to offer.

The Parents as Teachers sessions are still operating. In fact, documentation of the sessions has been implemented; notes are taken. Learners and their tutors have started to use a dialogue journal. Learners and tutors write back and forth to each other in this journal format. The staff believes that the Parents as Teachers sessions give adults a chance to come out of their shells and talk which is most comfortable for them when they compare it to reading or writing. This way they can give input to the process. Each participant is given a book a month. The library is currently being restructured to improve its usage.

ROAR is currently attempting to develop a curriculum for and continue development of its program components (adult basic education, nursery and Parents as Teachers). A program committee has recently been established to assist with this venture. They would also like to institute an intake process to more closely identify the goals of participants and maintain student records. The closely knit network of ROAR continues to help adults address their literacy needs while attempting to have the ROAR program assist parents in the realization of the broader impact they have on their children's learning.

Family Literacy Survey Summary

Program Name: Reach Out And Read (ROAR)

Student Population:

- Hyde Park area residents
- educationally disadvantaged families (adults generally below 6th grade reading level)

Recruitment Methods:

- referrals from Blue Gargoyle Social Service Agency
- door-to-door canvassing
- speaking engagements
- flyers

Staff Structure:

- two part-time paid staff persons
- two VISTA volunteers
- volunteers

Curriculum:

- ABE — Laubach-based
- activity centers/mediated areas for children
- site generated materials

Program Components:

- Adult
- Child
- Adult and Child
- Adult As Teacher

Program Activities:

- one-to-one tutoring
- writing class
- dialogue journals
- Parents As Teachers time
- stories
- circle games
- art activities

Male Involvement:

- two males currently participating

Ideas Suggested:

- pay for transportation
- give students a voice in their education
- make the atmosphere comfortable for learning
- build on the strengths of the students
- be creative

Date _____

Parent Information

Name _____
Address _____
Telephone _____
Does your neighborhood have a name? _____

Who can we call in case of an emergency?

Name _____
Address _____
Telephone _____
Relation _____

Children attending ROAR:

Name _____ Date of Birth _____
Name _____ Date of Birth _____

1. How did you hear about ROAR?
2. Have you attended other literacy programs?
3. What is your tutor's name?
4. When and where do you meet?
5. How will you and your child get to ROAR?
   Car make _____ License number _____
6. What do you want to know about ROAR?

Interests

1. What do you like to do when you are by yourself?
2. What do you like to do with your family?
3. Do you have any special interests?
4. Do you collect things?
5. Do you like to sing, dance, draw, or play musical instruments?
6. If you had a day all to yourself what would you do?
7. How do you help your children?
8. How do your children help you?
9. Is there anything you would like to tell us about yourself?

Goals

1. Why did you come to ROAR?
2. Do you have any special plan or goal in mind for yourself?

Child Information Form

Child's name _____
Date of birth _____
What name do you call your child? _____
Parent's name _____
Address _____
Telephone _____

Brothers and Sisters:

Name _____ Date of Birth _____

Name _____ Date of Birth _____

1. What makes your child happy?

2. What does your child like to do at home?

3. What makes you child sad or upset?

4. What helps your child feel better?

5. Is your child afraid of anything?

6. How does your child tell you what he or she needs?

   When he or she wants to play with something?

   When he or she is hungry?

   When he or she is tired?

   When he or she has to go to the bathroom?

7. Is there anything you want to tell us about your child?

8. Is there anything you want to ask us about the ROAR nursery?

About the Authors

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